State Teachers College

WORCESTER, MASSACHUSETTS

Sixty-second Year 1935-36

The last issue of this catalogue, immediately preceeding this one,
was that of the FIFTY-NINTH YEAR, 1932-33.
No catalogue was issued in
1933-34 or 1934-35

[#1]

TEACHERS COLLEGE

CALENDAR

1935

January 1, Tuesday	New Year's Day, a holiday
January 1, Tuesday	Christmas recess ends.
January 2, Wednesday	Classes resumed.
January 18–24, Friday to Thursday inclusive	Semester examinations.
January 25, Friday	First semester ends.
January 28, Monday	Second semester begins.
February 22, Friday	Washington's Birthday, a holiday.
February 22 to March 1, Friday to Friday inclusive	Winter recess.
April 19, Friday	Patriot's Day, a holiday.
April 19–26, Friday to Friday, inclusive	Spring recess.
May 9, Thursday	Visitor's Day, Training School.
May 30, Thursday	Memorial Day, a holiday.
June 6 and 7, Thursday and Friday	First entrance examinations.
June 7–13, Friday to Thursday, inclusive	Final College examinations.
June 13, Thursday	Graduation Exercises, Training School.
June 14, Friday	Class Day Exercises.
June 16, Sunday	Baccalaureate Service.
June 17, Monday	Exercises in "Tribute to Seniors."
June 17, Monday	President's Reception to Graduating Class.
June 18, Tuesday	Commencement Exercises.
June 19, Wednesday	Summer vacation begins.
September 9 and 10, Monday and Tuesday	Entrance Examinations.
September 11, Wednesday	College year begins.
September 13, Friday	Reception to first-year students.
November 11, Monday	Armistice Day, a holiday.
November 28, Thursday	Thanksgiving recess begins.
December 2, Monday	Classes resumed.
December 21, Saturday	Christmas recess begins.

1936

January 1, Wednesday	New Year's Day, a holiday.
January 1, Wednesday	Christmas recess ends.
January 2, Thursday	Classes resumed.
January 20–24, Monday to Friday, inclusive	Semester examinations.
January 24, Friday	First semester ends.
January 27, Monday	Second semester begins.
February 22–28, Saturday to Friday, inclusive	Winter recess.
April 10, Friday	Good Friday, a holiday.
April 24 to May 1, Friday to Friday, inclusive	Spring recess.
May 7, Thursday	Visitors' Day, Training School.
June 4 and 5, Thursday and Friday	First entrance examinations.
June 5–11, Friday to Thursday, inclusive	Final College examinations.
June 11, Thursday	Graduation Exercises, Training School.
June 12, Friday	Class Day Exercises.
June 14, Sunday	Baccalaureate Service.
June 15, Monday	Exercises in Tribute to Seniors.
June 15, Monday	President's Reception to Graduating Class.
June 16, Tuesday	Commencement Exercises.
June 17, Wednesday	Summer vacation begins.
September 14 and 15, Monday and Tuesday	Entrance examinations.
September 16, Wednesday	College year begins.
September 18, Friday	Reception to first-year students.
October 12, Monday	Columbus Day, a holiday.
November 11, Wednesday	Armistice Day, a holiday.
November 26, Thursday	Thanksgiving recess begins.
November 30, Monday	Classes resumed.
December 23, Wednesday	Christmas recess begins.

Commonwealth of Massachusetts

DEPARTMENT OF EDUCATION

PAYSON SMITH, *Commissioner of Education*

Members of Advisory Board

Ex officio THE COMMISSIONER OF EDUCATION, *Chairman*

Term expires

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1936. HENRY B. SAWYER, 85 Devonshire St., Boston.
1936. WALTER V. McDUFFEE, 153 Westminster St., Springfield.
1937. LINCOLN FILENE, 426 Washington St., Boston.
1937. THOMAS H. SULLIVAN, Slater Building, Worcester.

Division of Elementary and Secondary Education and State Teachers Colleges

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IDA E. SCHEIB	*Assistant Supervisor of Safety Education.*
GEORGE H. VARNEY	*Business Agent*

FACULTY†

STATE TEACHERS COLLEGE

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Education and Ethics

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Supervision of Apprentices, History, Geography, School Law

LAWRENCE A. AVERILL, A.B., A.M., Ph.D. (Clark) . . . . 5 Rupert Street
Psychology, Education, Mental Hygiene

MARGARET B. TOOLE (State Teachers College at Worcester) . . 29 West Street
Penmanship

ANNABEL C. ROE, A.B. (Mount Holyoke) . . . . . 38 Somerset Street
Literature and Expression

MYRA A. FITCH, A.B. (Colorado Teachers' College), (State Normal School, Castine, Maine) . . . . . 21 Arletta Avenue
Principal of Training Department, Supervision of Apprentices

FLORENCE G. HOLDEN, B.S. (Boston University), A.M. (Columbia), (State Teachers College at Worcester) . . . . . Holden, Mass.
English Expression

MARGUERITE C. MCKELLIGETT, A.B. (New York State College for Teachers) . . . . . 39 School Street, Warren, Mass.
French, Supervision of Apprentices

RUTH F. ATKINSON, B.S. (Boston University), (Wellesley, Department of Hygiene) . . . . . 734 Pleasant Street
Physical Training, Playground Games, Hygiene

GRACE CLEE SMITH, B.S. (Massachusetts School of Art), (City Training School, Springfield) . . . . . 3 Monterey Road
Art, Supervision of Apprentices, Citizenship

GERTRUDE V. WHEELER, B.S. (State Teachers College at Worcester), (Cortland N. Y. State Normal School) . . . . . 3 John Street
Supervision of Apprentices, Elementary Methods, Geography

EDMUND C. OSBORNE, B.S. (New York State College for Teachers), A.M. (Columbia) . . . . . Sterling, Mass.
Higher Mathematics and General Science

FRANCIS L. JONES, A.B., A.M. (Brown) . . . . . 144 June Street
Latin and Ancient History

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†Except the president, arranged in order of appointment.
*Retired, 1935

LENA A. WEST, B.S. (Columbia) (State Teachers College at North Adams) . . . . . 13 Fiske Street
Arithmetic and Reading Methods, Supervision of Apprentices

CHARLES F. ECHTERBECKER, A.B. (Dartmouth) . . . . . 7 Crown Street
Education and Psychology

GUY H. WINSLOW, A.M., Ph.D. (Clark) . . . . South Lancaster, Mass.
History and Government

AGNES E. SCRIBNER, A.B., A.M. (Smith) . . . . . 15 Somerset Street
Biology, Hygiene, and Nature Study

GRACE A. KENDRICK, B.S. (State Teachers College at Lowell) . 18 Downing Street
Music and Story-Telling

ETHEL LARM, A.B., A.M. (Indiana) . . . . . 39 Brownell Street
Literature and English Expression

EARL B. SHAW, B.B.A., M.S. (Washington University) Ph.D. (Clark) . . . . . 6 Hancock Street
Geography

MARIAN J. WELSEY, B.S., A.M. (Teachers College, Columbia) . Worcester, Mass.
Chief Supervisor, Department of Apprenticeship, Education

Economics, Sociology, and Supervision of Apprentices

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Secretary to the Faculty

WINIFRED C. FITCH . . . . . 21 Arletta Avenue
Librarian

SUSAN E. JAMES . . . . . 8 Ruth Street
Clerk

PATRICK J. O'MALLEY . . . . . 37 Carlisle Street
Chief Janitor

SCHOOL OF OBSERVATION

The Elizabeth Street School

(Affiliated with Teachers College for the purpose of observation)

FLORENCE MAYNARD	Principal
MARY T. DONNELLY, Assistant Principal	Grade 8
MARGARET E. MAHER	Grade 8
MAUDE A. WILLARD	Grade 7
AGNES S. ROUGVIE	Grade 6
ALICE R. DROHAN	Grades 5, 6
MAY L. BROOKS	Grade 5
CATHERINE M. SULLIVAN	Grades 4, 5
MARGARET J. SHEA	Grades 2, 3
LAURA M. CONNOR	Grade 1
DOROTHY E. MCQUEENEY	Grade 1
IRENE M. KENNEDY	Fresh-Air Room
HELGA E. PETERSON	Grade 3

STATE TEACHERS COLLEGE

WORCESTER, MASSACHUSETTS

HISTORICAL STATEMENT

The establishment of the State Teachers College at Worcester was authorized by legislative resolve in 1871. At that time it was called the State Normal School at Worcester, the name which it retained until 1932. The construction of the building was begun in 1872 and was completed in 1874, so that it was first opened to students in September, 1874. The institution started with a faculty of six teachers and a student registration of sixty-nine. Since that first year, these figures have increased to twenty-two teachers besides thirteen Observation School teachers, and two hundred eighty-one students.

In 1880, through the cooperation of the Superintendent and the School Committee of Worcester, a plan of apprenticeship for the students in training in the city public schools was inaugurated and proved so satisfactory in providing for effective practice teaching that it has been continued for fifty-five years, and is still in successful operation. In 1911 one of the city schools was affiliated with the teachers college for the purpose of directed observation of expert teaching on the part of the students in training.

During the earlier years the training courses were two years in length, then three years in length, both for kindergarten and primary teachers, and for teachers of all the grades of the elementary school. In 1921 there was also established the four-year course leading to the degree of Bachelor of Science in Education, and in 1929, the two-year course was given up, leaving only the three-year courses for the kindergarten-primary teachers and for elementary school teachers, and the four-year course for junior and senior high school teachers. In 1930, the Kindergarten-primary teachers course was discontinued and a fourth year offered for students graduating from the three-year course for elementary school teachers, thus enabling them to qualify for the degree of Bachelor of Science in Education. In 1935, the three-year course was discontinued, and beginning in September of that year, all entering students were required to spend four years to complete the course, in either the elementary school teachers' department or the junior and senior high school teachers' department.

Since 1927, through Extension Courses offered by the teachers college in affiliation with the State Department of University Extension, opportunity has been granted to graduates of the shorter courses to qualify for the degree of Bachelor of Science in Education. This privilege has been appreciated by a large number of graduates, as is shown by a registration of over three hundred teachers taking these courses for credit toward the degree.

The extension of the work of the institution and the increase in its registration necessitated for years the serious consideration of a new plant to provide more space and better facilities. The efforts to bring this about resulted in a resolve passed in 1929 by the Legislature authorizing the erection of an entirely new building on a new site to be provided for this purpose by the City of Worcester without cost to the State. The site selected, comprising twenty acres at the junction of May and Chandler Streets, known as the Lincoln Farm, was secured, and the Legislatures of 1930 and 1931 made an appropriation of $365,000 for the erection of the new teachers college plant. The building was completed in 1931 and was first occupied in January, 1932.

In the development of the courses of study the greatest growth has been in the curricula leading to the Bachelor's degree. In both the elementary-school teachers' department and the junior and senior high-school teachers' department the four-year curricula are now offered. In consequence of this situation the name of the institution was changed by Act of the Legislature in 1932 to State Teachers College at Worcester.

AIM AND PURPOSE OF THE TEACHERS COLLEGE

The Department of Education by a vote passed May 6, 1880, stated the design of the college and the course of studies as follows:

The design of the teachers college (normal school at that time), is strictly professional; that is, to prepare in the best possible manner the pupils for the work of organizing, governing, and teaching in the public schools of the Commonwealth.

To this end there must be the most thorough knowledge: first, of the branches of learning required to be taught in the schools; second, of the best methods of teaching these branches; and third, of right mental training.

ENTRANCE HALL

REQUIREMENTS FOR ADMISSION

I. Application for Admission.—Every candidate for admission to a teachers college is required to fill out a blank entitled "Application for Admission to a State Teachers College" and send it to the president of the teachers college that he desires to enter. This blank may be secured from the principal of the high school or the teachers college and may be filed soon after January 1 of the candidate's senior year. The blank should be filed by June 15.

II. Blanks to be Filed by the High School Principal.—The principal of the high school is expected to fill out two blanks—one giving the "High School Record" for each year, and the other a "Rating of Personal Characteristics"—and send them to the president of the teachers college.

III. General Qualifications.—Every candidate for admission as a regular student must meet the following requirements:

1. *Health.*—The candidate must be in good physical condition and free from any disease, infirmity, or other defect that would unfit him for public school teaching. An examination by the college physician is required to give evidence of satisfactory health.

2. *High School Graduation.*—The candidate must be a graduate of a standard four-year high school, or have equivalent preparation.

3. *Completion of Fifteen Units of High School Work.*—The "High School Record" must show the completion of fifteen units accepted by the high school in meeting graduation requirements.

"A unit represents a year's study in any subject in a secondary school, so planned as to constitute approximately one-fourth of a full year of work for a pupil of normal ability. To count as a unit, the recitation periods shall aggregate approximately 120 sixty-minute hours. Time occupied by shop or laboratory work counts one-half as much as time in recitation."

4. *Personal Characteristics.*—The "Rating of Personal Characteristics" and the moral character of the candidate must, in the judgment of the president of the teachers college, warrant the admission of the candidate.

IV. Scholarship Requirements:

Of the 15 units presented for admission, 12 must be selected from the list given below (cf. IV, 2.g.) and must include the 6 units named in this paragraph as "Prescribed." The additional 3 units required may consist of any work which the high school accepts as meeting its graduation requirements.

Prescribed (6 units)

English	3 units
American History and Civics	1 unit
Mathematics	1 unit
Science	1 unit

1. *Certification—*

a. Certification may be granted for work of A or B grade to the amount of 1 unit for each year in which a subject is studied in the high school, provided the candidate is a graduate of a Class A public high school or is in the upper half of the graduating class of a Class B public high school. To be admitted by certification alone, the candidate must present work of A or B grade in 12 units, including both the 6 units given above as "Prescribed" and 6 other units selected from the list given below (cf. IV, 2.g.), the number of units in each subject not to exceed the number given in paragraph IV, 2.f.

b. In the case of subjects which continue for two years, the grade for the last year must be A or B in order that both units may be accepted for certification; if the subjects continue for three or four years, the grade for one other year, as well as the grade for the last year must be A or B, in order that 3 or 4 units may be accepted for certification. In the case of English only 3 units will be accepted among the twelve required units. The fourth unit of English may be accepted as one of the three additional units.

2. *Examination—*

a. Any candidate who is a graduate of a Class A public high school or a Class B public high school, whose record does not entitle him to certification for at least 5 units, is required to secure credit by examination for 12 units of work.

b. Any candidate who is a graduate of a high school not entitled to certification may be permitted to secure credit toward admission by passing examinations in subjects evaluating 10 units (prescribed, 6 units; electives, 4 units), provided the 5 additional units necessary to make up the 15 units required for admission represent subjects which the high school accepts as meeting its graduation requirements and in which the candidate has secured grades acceptable to the high school.

c. It is understood that candidates are not to present themselves for examination in subjects not pursued during the last four years of the secondary school.

d. Preliminary examinations may be taken by students who have completed the third year in a secondary school in not more than 5 units other than English.

e. Subject to the conditions stated above, credits received in the College Entrance Board Examinations may be accepted for admission.

f. The units must be so distributed that the number offered in any field shall not exceed the following, with the provision that the minimum total amount in any chosen field shall be 1 unit: Social Studies, 3 units; Science, 3 units; Foreign Language, 4 units; Mathematics, 3 units; Commercial Subjects, 2 units; Fine and Practical Arts, 2 units.

g. Examinations will be offered by the teachers colleges in the following subjects:

English	
English Literature and Composition	3 units.
Social Studies	
American History and Civics	1 unit.
Community Civics	½ or 1 unit.
History to about 1700	1 unit.
European History since 1700	1 unit.
Economics	½ unit.
Problems of Democracy	½ or 1 unit.
Ancient History	1 unit.
English History	1 unit.
Medieval and Modern History	1 unit.
Science	
General Science	½ or 1 unit.
Biology or Botany or Zoölogy	½ or 1 unit.
Chemistry	1 unit.
Physics	1 unit.
Physical Geography	½ or 1 unit.
Physiology and Hygiene	½ or 1 unit.
Astronomy or Geology	½ or 1 unit.
Foreign Language	
Latin	2, 3, or 4 units.
French	2 or 3 units.
Spanish	2 units.
German	2 or 3 units.
Italian	2 or 3 units.
Mathematics	
Algebra	1 or 2 units.
Arithmetic	1 unit.
Geometry	1 unit.
College Review Mathematics	1 unit.
Commercial Subjects	
Stenography (including Typewriting)	1 or 2 units.
Bookkeeping	1 unit.
Commercial Geography	½ or 1 unit
Commercial Law	½ unit.
Fine and Practical Arts	
Home Economics	1 unit.
Manual Training	1 unit.
Drawing	½ or 1 unit.
Music	1 unit.

V. Method of Selection of Candidates.—On July 1, the scholarship record and the ratings of the personal characteristics of *all* accepted applicants will be evaluated in accordance with the method stated below. Candidates will then be admitted in the order of their total scores until the quota of students approved for the teachers college has been reached.

(a) Scholarship will be allowed 75 points for 15 units of work.

(b) Personality will be allowed 25 points.

As a basis of computing the total score from the scholarship record, as submitted by the high school principal, a mark of "A" will be given 5 points; "B" 4 points; "C" 3 points; "D" 2 points.

As a basis of computing the personality record, which includes ten characteristics exclusive of health, a mark of "Excellent" will be allowed 2½ points; "Good" 2 points; "Fair" 1½ points; "Poor" 1 point.

VI. Place, Time, and Division of Examination.—Entrance Examinations may be taken in June and September at any state teachers college (including the Massachusetts School of Art) at the convenience of the applicant. A candidate may take all the examinations at one time or divide them between June and September. Students who have completed the third year in a secondary school may take examinations in not more than five units other than English, in either June or September. Subject to the rules stated above permanent credit will be given for any units secured by examination or certification.

VII. Admission as Advanced Students.—A graduate of a normal school or of a college may be admitted as a regular or advanced student, under conditions approved by the Department.

VIII. Admission of Special Students.—When any teachers college, after the opening of the school year, can accommodate additional students, the Commissioner may authorize the admission as a special student of any mature person recommended by the president as possessing special qualifications because of exceptional and vital experience and achievement outside of school. Special students are not candidates for diplomas or degrees until they qualify as regular students, but they may receive certificates from the Department upon the satisfactory completion of the work of any curriculum.

SCHEDULE OF ENTRANCE EXAMINATIONS FOR 1935 AND 1936

June 6 and September 9, 1935
June 4 and September 14, 1936

(Candidates are required to register one-half hour before their first examination.)

8:30—10:30 English Literature and Composition.

10:30—12:30 Latin; Commercial Subjects:

Latin.	Commercial Geography.
Stenography (including Typewriting).	Commercial Law.
Bookkeeping.	

1:30— 4:30 Social Studies:

American History and Civics.	Economics.
Medieval and Modern History.	Problems of Democracy.
Community Civics.	Ancient History.
History to about 1700.	English History.
European History since 1700.	

June 7 and September 10, 1935
June 5 and September 15, 1936

8:30—10:30 Mathematics:

Algebra.	Geometry.
Arithmetic.	College Review Mathematics.

10:30—12:30 Foreign Language:

French. Spanish. German. Italian.

1:30— 3:30 Science:

General Science.	Physical Geography.
Biology, Botany or Zoölogy.	Physiology and Hygiene.
Chemistry.	Astronomy.
Physics.	Geology.

3:30— 5:00 Fine and Practical Arts:

Home Economics. Manual Training.
Drawing. Music.

CURRICULA

Curricula are offered as described on the following pages. These curricula comprise:

(I) A four-year elementary school teachers' curriculum, designed for students preparing to teach in the first six grades of the elementary school; and leading to the degree of Bachelor of Science in Education.

(II) A four-year secondary school teachers' curriculum, leading to the degree of Bachelor of Science in Education, designed for students preparing to teach in the junior or senior high school.

If the number of applicants for admission who are able to meet the entrance requirements should in any one year exceed the accommodations of the college, the number that may be admitted into any curriculum will, in accordance with the regulations of the department of education, be necessarily limited.

I. Elementary School Teachers' Curriculum, Leading to the Degree of Bachelor of Science in Education

A four-year course, designed for students preparing to teach in the first six grades of the elementary school.

FOUR-YEAR ELEMENTARY SCHOOL TEACHERS' COURSE

First Year

Name and Number of Course	Semester Hours
Art	
31 Introduction to Art	3
Education	
31–1 Observation and Technique	3
31–2 Introduction to Education	2
31-3 Introductory Educational Psychology	3
31–4 Health Education	2
English Expression	
31–1 Rhetoric and Composition	3
31–2 Penmanship	½
31–3 Library Instruction	½
History	
31 History of Civilization	3
Literature	
31 Story-Telling, Children's Literature	3
Mathematics	
31 Fundamentals of Arithmetic I	3
Music	
30, 31 Chorus and Elementary Theory of Music	2
Science	
31 Elementary Biology	6
Physical Education	

Second Year

Name and Number of Course	Semester Hours
Art	
32 Elementary Art	1½
Education	
32–1 Advanced Educational Psychology	2
32–2 Class Management	1
32–3 School Law	½
English Expression	
32 Reading and Language for Elementary Grades	3
Geography	
32 Principles of Geography and the Teaching of Geography	3
History	
32–1 American History and the Teaching of History	3
32–2 Citizenship Instruction	2
Literature	
32 American and English Literature	3
Mathematics	
32 Fundamentals of Arithmetic II	3
Music	
30, 32 Chorus and Music Technique	3
Science	
32 Elementary Science and Methods Teaching for 9 weeks	3
Physical Education	

Third Year

Name and Number of Course	Semester Hours
Art	
33–1 Adaptation and Application	1½
33–2 Art Appreciation	1½
Education	
33–1 Educational Sociology	2
33–2 Educational Measurements	2
English Expression	
33 English Expression	3
Geography	
33 Regional Geography	3½
History	
33 Sociology and the History of Institutions	4½

Name and Number of Course	Semester Hours
Literature	
33 American and English Literature (cont.)	3
Mathematics	
33 General Mathematics	2
Music	
33 Music Appreciation Methods	2
Science	
33–1 Applied Science	3
Teaching for 9 weeks	
Physical Education	

Fourth Year

Name and Number of Course	Semester Hours	Name and Number of Course	Semester Hours
Education		History	
34–1 Experimental Education	3	34 History of the United States	6
34–2 Hygiene of the Child	2	Literature	
34–3 Mental Hygiene	2	34 World Literature	6
Economics (see History)		Elective: (Choose one)	
35 Principles of Economics	3	34 Advanced Mathematics)	3
English		34 General Science	
34 Advanced English Expression	3	35 Contemporary Literature and Literary Criticism	
Geography		34 History of Art	
34 Advanced Regional Geography	6	Also Physical Education	

II. Four-Year Junior or Senior High School Teachers Curriculum, Leading to the Degree of Bachelor of Science in Education

Note.—Students desiring to qualify for teaching in the junior or senior high school, must devote the entire four years to their preparation. Those entering the first year as candidates for the degree will be asked to elect two departments in which they desire to do intensive work with a view to teaching these subjects in junior or senior high schools. At the present time the election of these major subjects may be made from the following departments: English, French, Geography, Latin, History and Social Science, and Mathematics.

The descriptions of the different courses will be found on pages 10 to 23. It should be noted that the right is reserved to withdraw any course in which the number of students electing it is not sufficiently large to justify the formation of a class. In choosing their major subjects, students should be guided by their natural abilities, their interests, and their previous training.

FOUR-YEAR JUNIOR OR SENIOR HIGH SCHOOL TEACHERS COURSE

First Year

Name and Number of Course	Semester Hours
Education	
41–1 Observation and Methods	3
41–2 Introduction to Education	2
41–3 Introductory Psychology	3
English Expression	
41 Rhetoric and Composition	6
History	
41 Modern European History	6
Science	
41 Geography	3
Electives	12
Also Physical Education	

Second Year

Name and Name of Course	Semester Hours
Education	
42–1 Psychology of Adolescence	3
42–2 Methods in Secondary Education	3
English Expression	
42 English Expression	2
History	
42 American History	6
Literature	
42 Introduction to Literature	3
Mathematics	
42 Mathematics for the Secondary School	2
Science	
42 General Biology	4
Electives	12
Also Physical Education	

Third Year

Name and Number of Course	Semester Hours
Education	
43–1 Educational Measurements	2
43–2 History of Education	2
English Expression	
43 Advanced English Expression	3
History and Social Science	
43 Sociology	6
Literature	
43 Advanced English Literature	3
Electives	12
Also Physical Education and Practice Teaching: 9 weeks	

Fourth Year

Name and Number of Course	Semester Hours
Art	
44 Elementary Art	1
Education	
44–1 Experimental Psychology	3
44–2 Hygiene of Adolescence	2
44–3 Mental Hygiene	2
History and Social Science	
44 Economics	3
Music	
44 Teaching Music	1
Electives	18
Also Physical Education and Practice Teaching: one period daily, 18 weeks	

THE COURSES OF INSTRUCTION

Note.—All courses described below are evaluated in semester hours. To qualify for the degree of Bachelor of Science in Education, which is granted to graduates of either curriculum outlined above, a student must complete satisfactorily courses aggregating one hundred and twenty-four semester-hours besides the required physical education and the required practice teaching. The class periods are fifty minutes in length.

ART

Elementary Teachers Course
Prescribed

31. Introduction to Art. Miss Smith. First year. Thirty-six weeks: two periods weekly. (Three semester-hours.) A course designed to acquaint the student with the meaning, scope, and value of art expression and to develop desire and ability to use it in her preparation for teaching.

32. Elementary Art. Miss Smith. Second year. Eighteen weeks: two periods weekly. (One and one-half semester-hours.) A course based upon the foundation established in Art 31 and designed to increase confidence, skill, and initiative in art expression.

33-1. Art Adaptation and Application. Miss Smith. Third year. Nine weeks: four periods weekly. (One and one-half semester-hours.) A course designed to acquaint the student with the place of art in education, with the psychological method of teaching art in the elementary grades and with the aims and content of current art courses.

33-2. Appreciation of Art. Miss Smith. Third year. Nine weeks: four periods weekly. (One and one-half semester-hours.) A course designed to further the student's acquaintance with beauty, to raise her standards of taste, and to develop her power of discrimination in both her personal and professional environment and activities.

Elective

34. History of Art. Miss Smith. Fourth year. Eighteen weeks: three periods weekly. (Three semester-hours.) A course designed to give to the student an introduction to the great art periods and the outstanding productions of each. Reports upon assigned supplementary reading and Art Museum visits will be required.

Junior and Senior High School Teachers' Course
Prescribed

44. Elementary Art. Miss Smith. Fourth year. Nine weeks: three periods weekly. (One semester-hour.) A brief course similar in content to Courses 31 and 32, designed to give to students taking the junior and senior high school curriculum a general idea of teaching public school art.

Elective

401. General Art. Miss Smith. First year. Thirty-six weeks: four periods weekly. (Six semester-hours.) A course designed to parallel Art 31, 32 and 33-1, but adapted to students preparing to teach in secondary schools.

402. Appreciation of Art. Miss Smith. Third year. Twenty-seven weeks: three periods weekly. (Three semester-hours.) A course designed to give to the student an understanding of beauty which will aid her in recognizing and utilizing it in her everyday life as well as to increase her pleasure in contemplating famous masterpieces of art.

403. History of Art. Miss Smith. Fourth year. Thirty-six hours: three periods weekly. (Six semester-hours.) A course designed to give to the student a survey of the evolution of art from prehistoric times to the present, together with some familiarity with the important art-products of the different periods. Reports upon assigned supplementary reading and Art Museum visits will be required.

EDUCATION PSYCHOLOGY

Elementary Teachers' Course
Prescribed

31-1. Observation and Technique of Teaching. Miss Pratt, Miss McKelligett, and Dr. Averill. First year. Thirty-six weeks: one recitation period weekly;

one period of observation weekly. (Three semester-hours.) A study, aided by direct observation of class teaching, of those aims and principles of education which most plainly influence method, of their application to the various subjects in the elementary school curriculum and of the exercises employed to realize them. An important part of this course consists of weekly periods of observation of class work in the Elizabeth Street School (see page 26) and thus prepares the students directly for the later apprenticeship in the public schools of the city.

31-2. Introduction to Education. Mr. Echterbecker. First year. Eighteen weeks: two periods weekly. (Two semester-hours.) Emphasis in this course will be placed upon the function and aims of education, educational values, development of proper study habits in children and the measurement of the results of teaching. Special practice in giving and scoring standard tests will be afforded. Class discussions, assigned readings and reports.

31-3. Introductory Educational Psychology. Dr. Averill. First year. Eighteen weeks: three periods weekly. (Three semester-hours.) Introductory course dealing with the child's native capacity and tendencies, with the development of habits, the utilization of these native trends in the early learning processes, and the establishment of sympathetic bonds between the teacher and pupil. Motivation of school work, and the development of skills and good habits will be emphasized.

31-4. Health Education and Technique of Teaching Health. Miss Scribner. First year. Thirty-six weeks: one period weekly. (Two semester-hours.) A brief study of personal hygiene and child health based upon elementary lessons in human anatomy and physiology. The course aims to develop an intelligent attitude toward matters of hygiene. It includes some work in methods of teaching health to children.

32-1. Advanced Educational Psychology of Elementary Subjects. Mr. Echterbecker. Second year. Eighteen weeks: two periods weekly. (Two semester-hours.) A course in the psychology of elementary school subjects based on the teaching experience furnished in the first year. The conduct of the class in the various types and methods of teaching in the grades will be stressed, and special emphasis will be laid on the conditions necessary to learning, and other factors of child experience.

32-2. Class Management and Professional Ethics. Mr. Echterbecker. Second year. Nine weeks: two periods weekly. (One semester-hour.) A study of the nature and aims of the school. The teacher and her relationship to the pupils. Problems of order and discipline. Punishment. Incentives. School and class organization. The curriculum. Grading and promotion. The daily program. Methods of study. The recitation. Testing the results of learning. The personality of the teacher. Professional growth. The teacher and her superiors. Code of ethics. Lectures; assigned readings and reports; investigation of problems.

32-3. School Law. Miss Pratt. Second year. Nine weeks; one period weekly. (One-half semester-hour.) A brief survey of the law of Massachusetts relating to public instruction, with the aim to give an intelligent idea of such legislation as it applies to the teacher's work, and acquaintance with the privileges and duties of a public school teacher.

33-1. Educational Sociology. Mr. Echterbecker. Third year. Eighteen weeks: two periods weekly. (Two semester-hours.) A course designed to give the student an introduction to educational aims in relationship to prevailing social, economic, and political ideals. An attempt is made to interpret the present procedures in education in the light of the social evolution of the past. Some attention is given to similar developments in the educational systems and aims of other countries. A study of the newer types of schools and their curricula will be made, and the newer philosophy of education analyzed, together with the major tendencies in educational development.

33-2. Educational Measurements in the Grades. Mr. Echterbecker. Third year. Nine weeks: four periods weekly. (Two semester-hours.) An intensive course in sectioning pupils, in measuring the products of teaching, in diagnosing unsatisfactory results, in correcting instructional procedure, and in evaluating the relative merits of the various teaching methods in classroom subjects. Practice in testing will be afforded and the interpretation of the data will be stressed.

34-1. Experimental Education. Mr. Echterbecker. Fourth year. Eighteen

weeks: four periods weekly. (Three semester-hours.) A course similar to course 44-1, described below.

34-2. Hygiene of the Child. Dr. Averill. Fourth year. Nine weeks: four periods weekly. (Two semester-hours.) A course similar to course 44-2, described below.

34-3. Mental Hygiene. Dr. Averill. Fourth year. Nine weeks: four periods weekly. (Two semester-hours.) A course similar to course 44-3 described below.

Junior and Senior High School Teachers' Course

Prescribed

41-1. Observation and Technique of Teaching. Miss Wheeler and Dr. Averill. First year. Eighteen weeks: two periods weekly; and eighteen weeks; four periods weekly. (Three semester-hours.) A course similar to Education 31-1, but designed for students in the junior and senior high school department.

41-2. Secondary Education (Introductory Course). Mr. Echterbecker. First year. Eighteen weeks: two periods weekly. (Two semester-hours.) The aim of this course is to help the student become acquainted with the principles of secondary education. The place of the junior and senior high schools in the secondary education scheme. Pupil accounting. The place and function of the various high school subjects. Extra-curricular activities. Promotion schemes and speed groupings. Educational and vocational guidance. Newer methods of testing results. Marking systems. Individualized instruction. Lectures. Class discussion. Reports. Survey of educational literature.

41-3. General Psychology. Dr. Averill. First year. Eighteen weeks: three periods weekly. (Three semester-hours.) A survey of the field of general psychology, including such topics as racial and individual origins of behavior patterns; motivation; emotion; the nervous system; the endocrine system; feelings; attention and discrimination; learning; memory and imagination; heredity; intelligence; personality; conditions of efficient work; leading psychological schools of the present day, etc., etc. The psychological laboratory makes possible the demonstration of many of the techniques of scientific psychology, and considerable elementary experimentation is undertaken at strategic points. No attempt is made to indoctrinate the student to any specific school of psychological thought, but definite efforts are undertaken to present the viewpoints and findings of all the leading schools. Assigned reading and reports; lectures and discussions; experiments; demonstrations.

42-1 A. The Psychology of Adolescence. Dr. Averill. Second year. Nine weeks: three periods weekly. (One and one-half semester-hours.) A general survey of the physical, mental, social and moral aspects of pubescence and adolescence. Some attention is given to the pre-adolescent period as a basis for the subsequent study of adolescence. Growth and maturation of mental powers and functions; adolescent diseases and defects; important drives of the period; the social self; the adolescent and his emotions; the adolescent and his parents; conflicts and misunderstandings between the rising generation and the parent generation; the role of conflict in the maturing individual; delinquency and crime; satisfiers and annoyers of the adolescent; crime and delinquency; adolescent interests, ambitions, and ideals; the adolescent and his school; the teacher of adolescents; moral and religious development; organizing the community for adolescent welfare; vocational counsel, exploration, and guidance; the Youth movement in Europe; evidences for a Youth movement in the United States. Systematic observation and case-study of adolescent pupils required of all students. Book reviews; case-studies; wide collateral reading; lectures; independent individual investigation.

42-1 B. Educational Psychology. Dr. Averill. Second year. Nine weeks: three periods weekly. (One and one-half semester-hours.) Educational content and aims in the light of adolescent psychology and mental hygiene. Motivation. Normal adjustment and integration. Individual differences. The learning process. Measurement and prediction. Correlation. Transfer and interference. Social learning and character education. The viewpoint maintained throughout the course is the viewpoint of the mental health of the young learner as something to be promoted and safeguarded above everything else. Lectures; outside reading and reports; class discussions; demonstrations; case-studies.

42-2. Educational Methods in the Secondary School. Mr. Echterbecker. Second year. Eighteen weeks: three periods weekly. (Three semester-hours.) A course

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in classroom procedure giving practice in motivation, discipline, the use of problem, project and socialized discussion methods. Also in the development of plans for special attention to individual needs, and in the application of the Dalton, Winnetka, and similar plans to classroom instruction. Lectures. Class discussions. Individual reports.

43-1. Educational Tests and Measurements. Mr. Echterbecker. Third year. Nine weeks: four periods weekly. (Two semester-hours.) A course designed to give teachers a first-hand knowledge of the development of tests, their purpose, operation, technique and evaluation. Practice will be given in testing products obtained in the various types of subject matter, and in the statistical treatment of the results of the tests. Wide collateral reading. Much discussion. Individual investigation.

43-2. History of Education. Mr. Echterbecker. Third year. Nine weeks: four periods weekly. (Two semester-hours.) It is aimed in this course to study briefly the steps in the progress of education from earliest to present times as a background for the appreciation of the modern educational movements. The ideals and philosophy of the leaders of the various periods will be studied and their bearing on modern free education will be pointed out.

44-1. Experimental Psychology. Dr. Averill. Fourth year. Eighteen weeks: four periods weekly. (Three semester-hours.) The aim of this course is to acquaint the student with the technique and the methodology of scientific experimentation in the field of general psychology. The College has a Psychological Laboratory which is well equipped with apparatus for conducting the conventional experiments in systematic psychology. Students work in partnerships of two, each pair having a private experimental alcove for conducting its investigations. A standard laboratory manual is used. Exhaustive research paralleling the experiments is carried on in the literature and reference materials. Considerable attention is given to original research upon psychological problems.

44-2. Hygiene of Adolescence. Dr. Averill. Fourth year. Nine weeks: four periods weekly. (Two semester-hours.) A course designed for students preparing to teach in junior and senior high schools. The fundamental phases of child health and physical development will be considered, as also methods of teaching health to the adolescent pupil.

44-3. Mental Hygiene. Dr. Averill. Fourth year. Nine weeks: four periods weekly. (Two semester-hours.) A course designed to orient the student definitely to the general subject of mental hygiene. The hygiene of attitude and performance. Conflict and escape. The physical basis of mental health. Conditioned response. The mental health of the sub-normal and the accelerated pupil in school. Overpressure and overstimulation. Adjustment and integration. Dissociation. The hygiene of instruction. Mental hygiene and the home. Mental mechanisms. Neuroses and psychoses. The psychopathic personality. Insanity and feeble-mindedness in their social relationships. Crime and delinquency. The emotions. The "new" psychology. Work of the National Committee for Mental Hygiene and of the several state societies for mental hygiene. The case-study method will be used extensively, and opportunities for contact with the Worcester Child Guidance Clinic, as well as with the instructor's own case-study files, will be provided constantly. Independent case-studies will be undertaken by each student, under the guidance of the instructor. Lectures. Wide collateral reading. Reports and demonstrations. Class discussions. Clinic visitations. Case conferences.

Elective

401. Supervision and Administration. Dr. Aspinwall and Dr. Averill. Third year. Eighteen weeks: two periods weekly. (Two semester-hours.) A survey of the practice of school organization and administration, with an investigation of the principles underlying them; a study of the aims, methods and principles of supervision. Individual investigation, special reports, assigned reading.

403. Ethics. Dr. Aspinwall. Thirty-six weeks: two periods weekly. (Four semester-hours.) A study of the fundamental principles of morality, with a view to determining their content and to understanding their implications; also a discussion of the application of the principles to the problems of our social life. Lectures and assigned reading.

404. Education of Exceptional Children. Mr. Echterbecker. Fourth year. Eighteen weeks: two periods weekly. (Two semester-hours.) A study of individual

differences with particular attention to the retarded and the precocious child in the classroom. The method will be largely clinical case study, including the gathering of data, social and hygienic investigation, diagnosis and prognosis, as well as experiment in corrective measures. Visits will be made to the clinics, Juvenile Court, and special classes in the schools.

405. Character Education through Creative Activity. Mr. Echterbecker. Fourth year. Eighteen weeks: three periods weekly. (Three semester-hours.) This course is a study of personal and character values; close kinship with the scientific movement in education; the development of experimentation and techniques; re-examination of the objectives of education and of the ultimate values to be sought; the necessity of the all-round development of the pupil or student. Socialized discussions. Individual investigations. Student reports.

ENGLISH LANGUAGE

Elementary Teachers' Course

31-1. Rhetoric and Composition. Miss Holden and Miss West. First year. Eighteen weeks: three periods weekly. (Three semester-hours.) A course designed to give much practice in applying principles of grammer, syntax and expression in order to increase the pupils' knowledge of and facility in oral and written expression. It is intended to establish the standards of expression essential for the teacher's use with elementary school children, and is in part a preparation for Course 32. Assigned reading, special reports, class discussion.

31-2. Teaching Penmanship in the Elementary Grades. Miss Toole. First year. Eighteen weeks: one period weekly. (One-half semester-hour.) A course designed to train students to write well both on paper and on the blackboard, and to give them the skill required to teach penmanship to pupils in the elementary school. Practice is also provided in conducting class exercises in order to give students acquaintance with the methods of teaching the subject and an opportunity to develop the ability to teach it.

31-3. Library Instruction. Miss Fitch. First year. Nine weeks: one period weekly. (One-half semester-hour.) A course given to all first-year students, to acquaint them with the library, its arrangement and resources, in order that they may use it to best advantage and become more independent in locating material needed in their various courses. Methods are also given for teaching the use of books and libraries to elementary and junior high school children. Subjects covered: physical makeup and care of books: book index and table of contents; use of dictionaries and encyclopedias; the most common reference books; magazines and magazine indexes; the card catalogue; decimal classification; arrangement of books on the library shelves; buying and owning books; compiling bibliographies; note-taking.

32. Teaching Reading and Language in Elementary Grades. Miss West. Second year. Eighteen weeks: three periods weekly. (Three semester-hours.) A study of methods of teaching reading and oral and written expression in the first six grades of the elementary school, including the making and discussion of typical plans of presenting lessons. Consideration is also given to methods of teaching spelling and penmanship, especially in their relation to reading, and means are employed to secure original composition by using observation in school as a basis for such work. Assigned reading, observation, special reports, class discussion.

33. English Expression. Miss Holden. Third year. Eighteen weeks: three periods weekly. (Three semester-hours.) A course designed to give opportunity for much practice in expression in a variety of life situations: reading, reports, dramatics, debates, conferences, conversation, parliamentary procedure, etc. To a considerable degree the subject matter will be such as will help furnish a background for the teaching of reading, particularly poetry and of story-telling.

34. Advanced English Expression. Miss Roe. Fourth year. Eighteen weeks: three periods weekly. (Three semester-hours.) A course similar to Course 43, described below.

Junior and Senior High School Teachers' Course

Major Requirements: Courses 41, 42, 43 and 401

Prescribed

41. Rhetoric and Composition. Miss Holden. First year. Thirty-six weeks:

three periods weekly. (Six semester-hours.) A course designed to give much practice in applying principles in order to increase the student's facility in oral and written expression.

42. English Expression. Miss Larm. Second year. Eighteen weeks: two periods weekly. (Two semester-hours.) A course in oral and written expression which through recitation of verse and prose, the presentation of original compositions of various types, group projects, the study of the dictionary, aims to develop correctness and ease in writing and speaking.

43. Advanced English Expression. Miss Roe. Third year. Thirteen and one-half weeks: four periods weekly. (Three semester-hours.) A continuation of English 42 with practice in a variety of forms of writing.

Elective

401. Junior and Senior High School English. Miss Larm. Second year. Eighteen weeks: three periods weekly. (Three semester-hours.) A course dealing with subject matter and technique suitable for the junior and senior high school. Special reports and assigned readings.

FRENCH

Junior and Senior High School Teachers' Course

Prerequisite: Three years of French in the High School
Major Requirements: Courses 401, 402, 403, 404

Elective

401. Introduction to the Advanced Study of the French Language. Miss McKelligett. First year. Thirty-six weeks: three periods weekly. (Six semester-hours.) Open to students who have studied French for three years or who satisfy the instructor of their fitness to profit by it. This course is both theoretical and practical. Its aims are: the study of phonetics and the physiology of sound, also the study of sounds in isolation and combination. There is much practice in pronouncing aloud (opening of the class, brief dialogues, etc.) and reading aloud. This part of the course is followed by a review of the principles of French grammar, studied critically from the teaching point of view of probable pupil difficulties, with some advanced grammar and composition. The reading material used aims to give a general background of France and French civilization and culture. A "trip to France" and a more detailed study of one of the French provinces is made in writing by individual students. Outside reading of the basic literary forms: novel, short story, drama, etc., may be linked in part with the study of the province selected through the works of representative writers of that region of France. The course calls for discussion in French and aims to develop a fluency in oral expression in the foreign language.

402. History of French Literature. Miss McKelligett. Second year. Thirty-six weeks; three periods weekly. (Six semester-hours). Open to students who have passed in French 401. This course consists of a survey of French literature with the historical and social background from the old French epic poems to modern prose and poetry, stressing the development of the language, growth of literary forms, the theatre, etc. The course will be conducted in French, extensive reading and written reports in French will be required. During the last quarter of the year the aims and methods of teaching French are stressed. The Cleveland plan and other methods are considered from both theoretical and practical standpoints.

403. (a) The Classical Period in French Literature. (b) Advanced French Conversation and Composition. Miss McKelligett. Third year. Twenty-seven weeks: four periods weekly. (Six semester-hours.) Open to students who have passed in French 402 or who have satisfied the instructor of their fitness to take it. (a) A study of the place of classicism in the development of the French language and literature, with special attention to selected works of the three leading dramatists of the 17th century—Corneille, Racine, and Molière. Lectures, discussion, extensive reading, and special reports, with the aim of cultivating an appreciation of the literary values of this school of French writers. (b) A course designed to increase ability to speak and to understand French, to strengthen the use of grammatical forms and common idiomatic expressions, and to proceed to more advanced work, enlarging the vocabulary by the grouping of

words and idioms around various topics. Books, book reports, diversions, sports, and other topics of common interest form the basis of these discussions. The entire course will be conducted in French.

404. Selected French Prose and Poetry. Miss McKelligett. Fourth year. Thirty-six weeks: three periods weekly. (Six semester-hours.) Open to students who have passed in French 403. The course will consist of the study of the life and works of representative French poets and prose writers, emphasizing work of a certain century or a great movement in the literature, as the nineteenth century, century of Louis XIV, the Romantic movement, etc. The course may, therefore, be taken in two succeeding years. It will be conducted wholly in French.

405. Advanced Oral French. (Second Course) Miss McKelligett. Fourth year. Thirty-six weeks: 2 periods weekly. (Four semester-hours.) Open to those who have had French 1 or the equivalent, and who speak French with a fair degree of fluency. The course aims to increase skill in expression and understanding of French; to enlarge the vocabulary and add to the knowledge of idiomatic expressions; and to familiarize students with the finer points of the language. Directed conversati†ns, dialogues, dramatizations, singing, reading and reproduction of stories and books, résumé of articles in newspapers and magazines, and vocabulary building through the grouping of words about a central topic will form the background of the course.

GEOGRAPHY

Elementary Teachers' Course

Prescribed

32. Principles of Geography and the Teaching of Geography in Elementary Grades. Miss Pratt. Second year. Eighteen weeks: three periods weekly. (Three semester-hours.) A study of the major principles of geography and their important human relationships; also the point of view and methods of teaching geography in the first six grades of the elementary school. Emphasis is placed upon the selection, organization and interpretation of subject matter; practice in obtaining geographic information; a study of sources and uses of objective materials; representation in sand and with crayon. Assigned reading, special reports, class discussion.

33. Regional Geography for Teachers in the Elementary Grades. Miss Wheeler. Third year. Eighteen weeks: two periods weekly; and nine weeks: three periods weekly. (Three and one-half semester-hours.) An investigation of the bases upon which the continents may be divided into natural regions; selection and interpretation of the problems that are of the greatest interest and importance in typical regions. Special attention to the continents of the Western hemisphere. Class discussion, map work, and assigned readings.

34. Advanced Regional Geography. Dr. Shaw and Miss Wheeler. Fourth year. Eighteen weeks; three periods weekly. (Three semester-hours.) A general view of the natural regions of the world showing the distribution of the various types, how their industries are related, what products each contributes to the world's needs, and the chief trade routes of distribution. Special attention to the continents of the Eastern hemisphere.

Junior and Senior High School Teachers' Course

Major Requirements: Courses 401, 402, 403, 404

Prescribed

41. Principles of Geography. Dr. Shaw. First year. Eighteen weeks: three periods weekly. (Three semester-hours.) A survey course giving the student an understanding of the major principles of geography and their important human relationships.

Elective

401. (a) Principles of Geography. (b) Regional Geography of North America. Dr. Shaw. First year. Thirty-six weeks: three periods weekly. (Six semester-hours.) (a) The first semester of this course is identical with Course 41 described above and prescribed for all first-year students. It also constitutes the first course in geography for those who take this subject as a major study. It is a study of the major principles of geography and their important human relationships. (b) The second semester is

elective for all students except those who major in geography but for them it is required. Its purpose is threefold: first, to give the student a grounding in the geography of North America; second, to give a concept of the regional treatment of a continent; and third, to provide an opportunity for specific application of the geographic principles learned in (a).

402. (a) Weather and Climate. (b) Geography in the Secondary School. Dr. Shaw. Second year. Thirty-six weeks: three periods weekly. (Six semester-hours.) (a) Weather and Climate is a course designed to supplement the first year's work and to equip the student with a general background for teaching one of the most essential phases of geography. (Prerequisite 401.) (b) A study of the place of geography in the curriculum and types of work which are suitable for the junior and senior high school. A few weeks of this semester will be devoted to the subject of applied climatology, particularly that of the United States. (Prerequisite 401 and 402a.)

403. Physical Geography. Dr. Shaw. Third year. Twenty-seven weeks: three recitation periods weekly, one laboratory period weekly. (Six semester-hours.) The first portion of the course is designed to acquaint the student with the processes which are responsible for the earth's present physical features and to show the relationships of this natural landscape to man's activities. The latter portion of the course is devoted to a study of the major physiographic regions of the United States. (Prerequisite 401.)

404. (a) Economic Geography. (b) Correlation of Geographic Factors and History. Dr. Shaw. Fourth year. Thirty-six weeks: three recitation periods weekly. (Six semester-hours.) (a) A survey of the geographic factors involved in the production, distribution, and manufacture of raw materials and the influence of geography upon trade routes and commerce. Special attention is given to the study of influences of the physical environment in determining economic results. (Prerequisite 401.) (b) The general plan of this course is twofold: first, to study geographic influences in American history; and second, to gain a clearer understanding of the relationships of specific geographic factors to significant world historical events. (Prerequisite 401.)

405. Regional Geography. Dr. Shaw. Second or Fourth Year. Thirty-six weeks; three recitation periods weekly. (Six semester-hours.) The purpose of this course is to give the student a detailed geographic knowledge of other continents besides North America. A different continent will be chosen each semester until all have been studied, thus providing an opportunity for the student majoring in geography to take courses treating four continents during her course. (Prerequisite 401.)

HISTORY AND SOCIAL SCIENCE

Elementary Teachers' Course

Prescribed

31. History of Civilization. Miss Pratt. First year. Eighteen weeks: three periods weekly. (Three semester-hours.) This course is intended to demonstrate to the student that civilization has been a gradual, complicated and irregular growth from the appearance of life and the origin of species to the present time. Attention will also be given to the important factors of European History which serves as a background for the proper appreciation of American History. Lectures, assigned readings and reports.

32-1. American History and the Teaching of History in Elementary Grades. Miss Pratt. Second year. Twenty-seven weeks: three periods weekly. (Three semester-hours.) A study of the aims, principles and methods of teaching history in the first six grades of the elementary schools. It includes a consideration of the needs of the child and of his point of view as they are related to historical facts and material; a study of the social duties and opportunities of citizens both young and old; the collecting and examination of textbooks and illustrative material; and the selection and grading of this material in the course of study with a view to building up in the children's minds correct ideas of intelligent, useful and patriotic citizenship. In this work emphasis is placed upon lesson planning and the various types of teaching such as story-telling, picture study, constructive work, project teaching, the use of the sand table and other dramatization.

32-2. Citizenship Instruction in Elementary Grades. Miss Smith. Second year. Nine weeks: four periods weekly. (Two semester-hours.) A course designed to

acquaint the student with the purpose of teaching citizenship in the elementary grades, to lead her to cultivate good citizenship attitudes and habits, and to give her a working knowledge of psychological methods effective in the teaching of the subject.

33. Sociology and the History of Institutions. Dr. Winslow. Third year. Twenty-seven weeks: three periods weekly. (Four and one-half semester-hours.) This course is designed to afford the student an historical survey of the more important social, economic, and political institutions of our day with a view toward determining the manner in which they evolved and their present function in society. The last quarter is given to a critical study of American institutions, with special emphasis on the constitution of the United States. Lectures, assigned readings, and reports.

34. History of the United States. Dr. Winslow. Fourth year. Thirty-six weeks: three periods weekly. (Six semester-hours.) A course similar to Course 42, described below.

35. Principles of Economics. _____ Fourth year. Eighteen weeks: three periods weekly. (Three semester-hours.) A course similar to Course 44, described below.

Junior and Senior High School Teachers' Course

Major Requirements: Courses 41, 42, 43, 44, 401, 403

Prescribed

41. European History. (A survey course.) Miss Pratt. First year. Thirty-six weeks: three periods weekly. (Six semester-hours.) The purpose of this course is to familiarize the student with the important developments in the history of Europe from the fall of Rome to the present day, as a background for further, more specialized courses in history. During the first semester the following subjects will be studied: The Barbarian invasion; Rise of Christianity; the revival of learning; Feudalism; Scholasticism; the Crusaders; the Renaissance. During the second semester attention will be given to the commercial revolution; the expansion of Europe; the rise of National states; the chartered companies; benevolent despots; the industrial revolution; growth of democracy; imperalism; the World War; and the world today.

42. American History. Dr. Winslow. Second year. Thirty-six weeks: three periods weekly. (Six semester-hours.) The study of the significant movements in American History, such as the development of democratic institutions and the emergence of the present system of government. Attention will be given to the influences exerted by Europe and to the relations of the United States to the rest of the world today. The emphasis will be upon social, intellectual, and industrial progress. Considerable training in the use of reference material and the preparing of papers.

43. Principles of Sociology. _____ Third year. Twenty-seven weeks: four periods weekly. (Six semester-hours.) An introduction to the social point of view, with special attention to the investigation of the scope, method and materials of the study of society.

44. Principles of Economics. _____ Fourth year. Eighteen weeks: Three periods weekly. (Three semester-hours.) A study of the basic principles of economics and of the nature of economic reasoning.

Elective

401. Ancient and Medieval History. Mr. Jones. Third year. Twenty-seven weeks: four periods weekly. (Six semester-hours.) A study of the civilization of ancient and medieval times: their institutions, industry, religion, art, etc. Objectives: for Ancient History: an understanding of the contributions to modern civilization made by ancient peoples; for Medieval History: an understanding of the influence on modern Europe exerted by the growth of the Papacy, the spread of Mohammedanism, the rise of the middle class, the Renaissance, etc.

402. English History. Dr. Winslow. Second year. Thirty-six weeks: three periods weekly. (Six semester-hours.) This is a survey course. After a brief consideration of early England, the following subjects will be considered: Saxon and Norman England; development of national unity; the Hundred Years' War; Elizabethan England; the Stuarts and the Commonwealth; the Revolution of 1688; the Revolutionary period 1763–1815; reform and democracy; England in the twentieth century. Special attention will be given to social and economic conditions.

403. Seminar in History. Dr. Winslow. Fourth year. Thirty-six weeks: three periods wekly. (Six semester-hours.) A course providing for an intensive study of a selected period of American and European history. Emphasis will also be given to an evaluation of the sources and materials upon which historical works are based and a consideration of the interpretation of history texts. The course is designed for those preparing to teach history in the secondary schools. Lectures, assigned readings, special reports.

404. World History since 1815. Dr. Winslow. Fourth year. Thirty-six weeks: three periods weekly. (Six semester-hours.) The purpose of this course is to acquaint the student with international relations during the nineteenth century, giving particular emphasis to the diplomatic conditions and developments which culminated in the World War, and to the attempts now being made to prevent a repetition of that catastrophe. The special subjects studied are: the Congress of Vienna; the Unification of Central Europe; Imperalism; the Far East; Military Alliances; Economic rivalry; the World War; the Peace Conference and peace treaties; Reparations; War Debts; the League of Nations; the World Court. Informal lectures, readings, and reports of special topics.

LATIN

Junior and Senior High School Teachers' Course

Prerequisite: Three years of Latin in the High School
Major Requirements: Courses 401, 402, 403, 404

Elective

401. Selected Latin Prose and Poetry. Mr. Jones. First year. Thirty-six weeks: three periods weekly. (Six semester-hours.) Selections from Cicero's philosophical works, Martial's epigrams, and a number of Latin poets and prose writers. The course includes a review of inflections and syntax, and is designed to develop ability to read and comprehend Latin and to acquaint the student with significant phases of Roman life.

402. Horace, Catullus, Cicero. Mr. Jones. Second year. Thirty-six weeks: three periods weekly. (Six semester-hours.) Selections from the Odes and Epodes of Horace, the lyrics of Catullus, and the letters of Cicero. The reading of Horace and Catullus is designed to develop appreciation of Latin lyric poetry and realization of its influence on English lyric poetry. The reading of the letters of Cicero is designed to reveal important phases of public and private life of the Late Republic. Some time will be devoted to instruction in the methods of teaching High School Latin as a preparation for apprenticeship teaching.

403. Horace, Juvenal, Suetonius, Pliny. Mr. Jones. Third year. Twenty-seven weeks: four periods weekly. (Six semester-hours.) Selections from the satires and epistles of Horace, the satires of Juvenal, the "Lives" of Suetonius, and the letters of Pliny. These readings will be used as source material for a study of Roman society in the early days of the Empire.

404. Comedies of Plautus and Terence. (First semester.) **Teaching Junior and Senior High School Latin.** (Second semester.) Mr. Jones. Fourth year. Thirty-six weeks: three periods weekly. (Six semester-hours.) First semester: Rapid reading of selected comedies of Plautus and Terence, with emphasis on the development of Roman comedy and the Roman theatre. Second semester: Study, demonstration, and evaluation of the methods of teaching Latin in the Junior and Senior High Schools, designed to acquaint the student with some of the problems of the beginning Latin teacher. Rapid reading of authors read in the Senior High School.

405. Roman Literature in English Translation. (A Course in Appreciation.) Mr. Jones. Fourth year. Eighteen weeks: three periods weekly. (Three semester-hours.) A seminar course, open to students who in the judgment of the instructor are especially fitted to profit by it. Extensive reading in English translation of Roman writers of Roman History or Literature. The field of study to be selected each year will be chosen in accordance with the previous preparation and the desires of the members of the class.

LITERATURE

Elementary Teachers' Course

Prescribed

31. Children's Literature — Story-telling. Miss Kendrick. First year: Eighteen weeks: three periods weekly. (Three semester-hours.) A survey of literary material suitable for the elementary school, with reference to its adaptation to the psychological ages, to the principles of selection and to the educative values of children's literature. It includes a comprehensive study and application of the literary needs of children, aims and methods of presentation. Development of appreciation for literature. Training of students in the ability to read, and to tell stories simply, naturally and effectively. Personal repertories of stories. Basis of selection for story-telling or reading as well as for dramatization. Sources of material and bibliographies.

32. American and English Literature. Miss Roe. Second year. Eighteen weeks: three periods weekly. (Three semester-hours.) A survey of representative literature of English and American authors as well as selected readings, representative types of poetry and prose, sources of interest in literature, basis of appreciation, valid criteria of excellence. A study of selected authors, such as Irving, Poe, Emerson, Hawthorne. Representative poets of the Victorian Era, with particular emphasis on Tennyson, and Browning. Lectures and occasional special reports.

33. American and English Literature for Teachers in Elementary Schools. Miss Roe. Third year. Nine weeks: six periods weekly. (Three semester-hours.) A reading course that includes the study of the leading modern short stories, novels, dramas, essays, and poetry. Its aim is to create an interest in the various types of writing by our best modern authors, and also to note the tendencies in the literary world since the Victorian era.

34. World Literature. Miss Roe. Fourth year. Thirty-six weeks: three periods weekly. (Six semester-hours.) A course similar to Course 403, described below.

Elective

35. Contemporary Literature and Literary Criticism. Miss Roe, and Miss Larm. Fourth year. Eighteen weeks: three periods weekly. (Three semester-hours.) A reading course that includes a survey of the leading modern short stories, novels, dramas, essays, poetry, and biographies. It includes also a brief study of literary criticism as presented by leading magazines. Its aim is a view of literary trends and accomplishment since the Victorian Era.

Junior and Senior High School Teachers' Course

Major Requirements: Courses 42, 43, 403 and either 401 or 402

Prescribed

42. Introduction to Literature. Miss Roe. Second year. Eighteen weeks: three periods weekly. (Three semester-hours.) A more intensive study along the lines of Literature 32.

43. Advanced English Literature. Miss Roe. Third year. Thirteen and one-half weeks: four periods weekly. (Three semester-hours.) Rapid survey of the development of English literature from Beowulf through the Victorian Era. Brief textbook study is supplemented by detailed study of selection and extensive reading of representative works.

Elective

401. Modern Literature. Miss Larm. Second year. Eighteen weeks: three periods weekly. (Three semester-hours.) A reading course that includes the survey of the various types of modern literature: novel, short story, drama, poetry and biography, travel, essay, criticism. Its aim is to cultivate good taste in reading, to create an active interest in good literature, and to enable students to know who are the writers of the modern literary world, as well as the character of good writing. Much outside reading is required.

402. Literature for the Junior and Senior High School. Miss Holden. Third year. Twenty-seven weeks: four periods weekly. (Six semester-hours.) (a) A review of the literary material used in the junior and senior high schools with the purpose of gaining

an understanding of its scope and meaning, an appreciation of its value and beauty and some comprehension of its appeal to pupils of these ages. (b) A study of methods of teaching literature in the junior and senior high schools. Assigned reading, special reports, lesson planning, discussion and criticism.

403. World Literature. Miss Roe. Fourth year. Thirty-six weeks: three periods weekly. (Six semester-hours.) A course designed to acquaint the student with different types of prose and the forms of verse through study of selections from various literatures. Lectures, critical study and much reading.

404. Dramatic Literature. Miss Larm. Fourth year: (First semester.) Eighteen weeks: three periods weekly. (Three semester-hours.) A course designed to train students in the reading aloud of verse and prose, the reading of modern plays, examination of plays suitable for high school use, and of group projects in dramatic production.

405. Literary Criticism. Miss Larm. Fourth year. (Second semester.) Eighteen weeks: three periods weekly. (Three semester-hours.) A study of literary criticism as represented by the leading literary magazines. Its aim is to learn how to judge and to interpret the literary trends and movements of the present day and the more recent past.

MATHEMATICS

Elementary Teachers' Course

Prescribed

31. Fundamentals of Arithmetic. I. Miss West. First year. Eighteen weeks: three periods weekly. (Three semester-hours.) In this course much practice in the fundamental processes, involving fractions and decimals as well as whole numbers, will be required. Many practical problems will be made and solved. Students are tested in the fundamental processes, difficulties in computation and problem-solving are diagnosed and methods of solution further tested. An investigation of number materials for the lower grades of the many correlations of arithmetic with other subjects, and of number games and devices will be carried on.

32. Fundamentals of Arithmetic II and the Teaching of Arithmetic in Elementary Grades. Miss West. Second year. Eighteen weeks: three periods weekly. (Three semester hours.) A study of efficient and economical methods of teaching arithmetic in the elementary school is undertaken. The course will include a study of the development of the number concept and an examination of materials and devices applicable to teaching arithmetic in the different grades. Much attention will be given to lesson planning.

33. General Mathematics. Miss West. Third year. Eighteen weeks: two periods weekly. (Three semester-hours.) A course which continues and enlarges the work begun in the second year. It includes the study of algebraic processes and of the basic facts of intuitive and demonstrative geometry, and their use in the solution of problems; also an introduction to the history of mathematics and the development of mathematical theory.

Elective

34. Advanced Mathematics. Miss West. Fourth year. Eighteen weeks: three periods weekly. (Three semester hours.) A course similar to Course 401, described below, but shorter and designed to cover selected topics only. (Not to be offered in 1935–1936.)

Junior and Senior High School Teachers' Course

Major Requirements: Courses 42, 401, 402, 403, 404

Prescribed

42. Mathematics for Secondary Schools. Miss West. Second year. Eighteen weeks: two periods weekly. (Two semester-hours.) A course designed to prepare for teaching the mathematics required in the Junior and Senior High School, including arithmetic, elementary algebra and geometry, with a study of the methods of presenting them. Considerable emphasis is placed upon the commercial and industrial applications of mathematics and much practical work is required. The aim is to give understanding of subject matter and facility in applying it.

Elective

401. (a) College Algebra; (b) Solid Geometry. MR. OSBORNE. First year. Thirty-six weeks: three periods weekly. (Six semester-hours.) A course open only to students who have had Elementary Algebra and Plane Geometery in the high school. (a) Quadratic equations; progressions; permutations and combinations, mathematical induction; binomial theorem; complex numbers; theory of equations. Lines and planes in space; prisms; pyramids; cylinders; cones; the sphere.

402. (a) Plane Trigonometry: (b) Analytical Geometry. MR. OSBORNE. Second year. Thirty-six weeks: three periods weekly. (Six semester-hours.) Prerequisite, Course 401. (a) Trigonometric functions of an angle; relations between trigonometric functions; right triangles; functions of large angles; graphical representation of trigonometric functions; functions involving more than one angle; oblique triangles. (b) Cartesian coordinates; curves; loci; the straight line; the circle; polar coordinates; the conic sections.

403. Calculus. MR. OSBORNE. Third year. Twenty-seven weeks; four periods weekly. (Six semester-hours.) Prerequisites, Courses 401, 402. Functions; limits; continuity; the derivative; differentiation of algebric functions; maxima and minima; differentiation of transcendental functions; the differential; curvature; rates; curve tracing; standard formulas of integration; integration of rational fractions; integration as a summation.

404. Mathematical Theories and Methods of Teaching. MR. OSBORNE. Fourth year. Thirty-six weeks: three periods weekly. (Six semester-hours.) Prerequisites, Courses 401, 402, 403. This course is designed to be a survey of the historical development of mathematics, of the principles of mathematical philosophy, and of the newer movements in methods of teaching mathematics in secondary schools.

MUSIC

Elementary Teachers' Course

Prescribed

30. Chorus Singing. MISS KENDRICK. First and second years. Thirty-six weeks: one period weekly. This is a school exercise for all students in all courses in the first two years, and consists of the singing of part songs for women's voices, the study of part-song literature for choral singing, and the aims and educational values of choral singing.

31. Music Fundamentals and Elements of Theory. MISS KENDRICK. First year. Eighteen weeks: two periods weekly. (Two semester-hours.) A study of the elements of theory and notation, correct singing tone, scale intervals, ear training, rhythmic principles and responses, terms of expression and tempo-definition, pronunciation, spelling. Development of correct habits and skills in music reading.

32. Teaching Music in Elementary Grades. MISS KENDRICK. Second year. Twenty-seven weeks: two periods weekly. (Three semester-hours.) A study of the aims and methods in teaching music in the elementary schools, study of the child voice, correct tone production, correction of tonal faults, basis of selection for songs for the grades and personal lists, course of study.

33. Music Appreciation Methods. MISS KENDRICK. Third year. Eighteen weeks: three periods weekly. (Two semester-hours.) Texts and material, periods, mood, rhythm, theme and form, recognition of vocal and instrumental effects. Styles and achievements of the master composers, primarily from their influence on music. Chorus conducting.

Junior and Senior High School Teachers' Course

Prescribed

40. Chorus Singing. MISS KENDRICK. First and second years. Thirty-six weeks: one period weekly. This is the same exercise as Course 30 which is described above.

44. Teaching Music. MISS KENDRICK. Fourth year. Nine weeks: three periods weekly. (One semester-hour.) A brief course similar in content to Courses 31 and 32 designed to give to students taking the junior and senior high school curriculum a general idea of teaching public school music.

Elective

401. Music Fundamentals and Elements of Theory. Miss Kendrick. First year. Thirty-six weeks: four periods weekly. (Six semester-hours.) A course similar to Music 31, and designed to give a background content of music covering general musical intelligence and specific work for advanced students. Practical music based upon theory. Development of habits and skills in music reading.

402. Music Appreciation. Miss Kendrick. Third year. Twenty-seven weeks: four periods weekly. (Four and one-half semester-hours.) Analytical study of masterpieces of various periods to enlarge the student's critical appreciation of music. Presentation of form. Comparative survey of compositions of great masters. Chorus conducting.

403. Music as a Cultural Art. Miss Kendrick. Fourth year. Thirty-six weeks: four periods weekly. (Six semester-hours.) This course is a comprehensive study of music for enjoyment and discrimination: e.g. symphony, opera. It is open only to students properly qualified in music.

PHYSICAL EDUCATION

Elementary Teachers' Course

Prescribed

31. Physical Education for the Elementary Grades. Miss Atkinson. First year. Thirty-six weeks: two demonstration periods weekly. A course designed to aid students in improving their physical condition by "follow-up" work after the entrance examination given by the college physician, and to form good habits to promote their physical efficiency by intelligent attention to the laws of health and hygiene. A study of suitable material for schoolroom and playground activities, with demonstrations by fellow students.

32. Physical Education for the Elementary Grades (Continued). Miss Atkinson. Second year. Twenty-seven weeks: two demonstration periods weekly. The work of the first year is continued. Practice teaching in the training school is provided. During the apprenticeship, weekly conferences for the discussion of methods are held.

33. Physical Education for the Elementary Grades (Continued). Miss Atkinson. Third year. Twenty-seven weeks; two demonstration and activity periods weekly. The work of the second year is continued, with opportunity afforded for practice teaching under supervision.

34. Physical Education for the Elementary Grades (Continued). Miss Atkinson. Fourth year. Thirty-six weeks: two demonstration periods weekly. The work of the previous years is continued, with further opportunity for practice teaching under supervision.

Junior and Senior High School Teachers' Course

Prescribed

41. Physical Education for the Junior and Senior High Schools. Miss Atkinson. First year. Thirty-six weeks: two demonstration periods weekly. A course similar to Physical Education 31, but with the emphasis on methods of dealing with older boys and girls.

42. Physical Education for the Junior and Senior High Schools. Miss Atkinson. Second year. Thirty-six weeks: two demonstration periods weekly. The work of the first year continued, with methods for schoolroom and playground activities and class demonstrations by fellow students added.

43. Physical Education for the Junior and Senior High Schools. Miss Atkinson. Third year. Twenty-seven weeks: two demonstration periods weekly. A continuation of the work of the second year, with emphasis on subject matter, methods and supervision in the junior and senior high schools.

44. Physical Education for the Junior and Senior High Schools. Miss Atkinson. Fourth year. Thirty-six weeks: two demonstration periods weekly. The work of the previous years is continued. Opportunity is given for practice teaching in classes of the first-year students in the Elementary School Teachers' Course.

SCIENCE

Elementary Teachers' Course

Prescribed

31. Biological Science for the Elementary Grades. Miss Scribner. First year. Thirty-six weeks: three periods weekly. (Six semester-hours.) Observation and study of some of the most familiar plant and animal forms and discussions of methods of teaching nature in the first six grades of the elementary school. The course aims to stimulate interest in out-of-door life and to show the humanizing influence of a love of living things. Reports, field excursions and informal discussions.

32. Elementary Physical Science and the Teaching of Science in Elementary Grades. Mr. Osborne. Second year. Eighteen weeks: two recitation periods weekly, one demonstration period weekly. (Three semester-hours.) A study of subject matter and methods of teaching practical science in the first six grades of the elementary school. It deals with those scientific phenomena of the environment which are suitable for and interesting to pupils of these grades, with a view to learning how to present them so that those pupils may gain a sympathetic appreciation as well as a clear understanding of them. Rock formations and minerals found in this vicinity, weather phenomena and elementary facts and relationships of physical science are included. Collecting, individual observation, experimentation, special reports and class discussion are required.

33-1. Applied Elementary Science for Elementary Grades. Mr. Osborne. Third year. Eighteen weeks: two recitation periods weekly, one demonstration period weekly. (Three semester-hours.) A course supplementary to Science 32, continuing the study of the scientific knowledge adapted to the first six grades of the elementary school. It deals with project work, training in the use of apparatus and in experimentation, and covers that portion of elementary chemistry and elementary physics upon which an understanding of the materials and phenomena of the physical and industrial environment is dependent. It includes such subjects as the atmosphere, heating, lighting, ventilation, fuels, water, ordinary mechanical devices and industrial apparatus.

Elective

34. General Science. Mr. Osborne. Fourth year. Eighteen weeks: two recitation periods weekly, two laboratory periods weekly. (Three semester-hours.) A course similar to Course 41, described below. (Not to be offered in 1935–1936.)

Junior and Senior High School Teachers' Course

Elective

41. General Science. Mr. Osborne. First year. Eighteen weeks: two recitation periods weekly, two laboratory periods weekly. (Three semester-hours.) A course dealing with the subject matter to be taught in secondary schools together with methods of teaching it. Emphasis is placed upon the different points of view of pupils found in these grades, and upon the work and methods that are adapted to their ages and development. The facts and principles of physics and chemistry, especially in their relation to the industrial and household arts and to hygiene, constitute the scope of this course. Prescribed for those who major in mathematics.

Prescribed

42. General Biology. Miss Scribner. Second year. Thirty-six weeks: two lecture periods weekly, two laboratory periods weekly. (Four semester-hours.) A general course dealing with the fundamental facts and principles of Biology, and the relationships of plants and animals to each other. The course aims to inculcate a better understanding of biological phenomena which influence human health and civic welfare.

EXTENSION COURSES

Since 1927 the State Teachers College, in affiliation with the State Department of University Extension, has offered credit courses of collegiate grade in order to provide for graduates of the former two- and three-year courses the opportunity of qualifying for the degree of Bachelor of Science in Education. Graduates of the two-year courses are required to pass satisfactorily courses aggregating thirty semester-hours and to take an additional year of work in residence. Graduates of the three-year courses are re-

quired to pass satisfactorily courses aggregating thirty semester-hours. Graduates of the four-year courses (without degree) are required to pass satisfactorily courses aggregating fifteen semester-hours. These requirements are divided among prescribed and elective courses, and are given in detail as follows:

For Graduates of Two-Year Course. (See rules 1 and 2.)
Required: 30 semester-hours and one year of residence.
For Graduates of Three-Year Course. (See rules 1 and 2.)
Required: 30 semester hours.

	Semester-Hours
I. *Education* (not to exceed 8 semester-hours)	
Psychology of Adolescence	2
Junior and Senior High School Education	2
Measurements	2
Elective (if desired to make total of 8)	2
II. *Subject-matter Courses*	
Advanced English Expression	2
Advanced English Literature	2
Sociology	2
History (to be selected)	2
Elective (select Option A or Option B)	14
Option A:	
10 semester-hours in one of the following: English, French, Geography, Mathematics, and History (including Economics and Government);	
6 semester-hours, free electives.	
(See rule 2.)	
Option B:	
6 semester-hours in each of any two of the same fields;	
4 semester-hours, free electives.	
(See rule 2.)	
	30

III. *A Year of Residence at State Teachers College* is required of two-year graduates in addition to the above 30 semester-hours of work completed in Extension Courses. No residence is required of three-year graduates. (See rule 4, next page.)

For Graduates of Four-Year Course (without degree). (See rules 1 and 2.)
Required: 15 semester-hours.

	Semester-Hours
I. *Education.*	
Psychology of Adolescence	2
Junior and Senior High School Education	2
Measurements	2
II. *Subject-matter Courses.*	
Advanced English Expression	2
Advanced English Literature	2
Sociology	2
Elective	3
	15

Rule 1. The amount of work which has been or may be completed under other auspices than the State Department of Education, that may be accepted for credit toward this degree, shall, in the aggregate, not exceed 18 semester-hours for graduates of the Two-Year Course, 12 semester-hours for graduates of the Three-Year Course, or 6 semester-hours for graduates of the Four-Year Course.

Rule 2. Credit toward the degree shall not be granted for any Extension Course under the following conditions:

(a) If it duplicates work included in the former Teachers College Course which a candidate offers for credit toward the degree.
(b) If it covers work more elementary than the courses in the same field as given by the Teachers College from which the degree is sought.
(c) If it makes the total credits in education to exceed 8 semester-hours out of the 30 semester-hours required.
(d) If it is not approved by the Teachers College from which the degree is sought.
(e) If it was taken previous to 1920.
(f) If it makes either the number of courses taken during any one semester to exceed a total of two courses, aggregating four semester-hours of credit, or the number of courses taken during any summer session to exceed a total of three courses, aggregating six semester-hours of credit. (This rule is effective September 1, 1929, and thereafter.)

Rule 3. Subject to the approval of the Teachers College from which the degree is sought and also subject to Rule 2, c, an advanced course in Applied Psychology or Educational Psychology may be offered in place of Adolescent Psychology, and an advanced course in the field of Elementary Education may be offered in place of Junior and Senior High School Education.

Rule 4. Definition of Residence. A minimum of 30 semester-hours of work in approved courses is needed to satisfy the residence requirement for the degree of Bachelor of Science in Education. This requirement may be met by a full-time program of work taken at a State Teachers College during the academic year (September to June) or by approved summer courses (see Rule 1), provided they are completed within a period of six years.

OBSERVATION AND PRACTICE TEACHING

Observation.—(*a*) In the training school selected classes are taught by the principal and supervisors of the department for purposes of observation by the students. Preparatory instruction is first given in the points valuable to observe, reports of lessons observed are made, and discussions in class are held for the purpose of criticism, explanation and further instruction.

(*b*) At the Elizabeth Street School, one of the city public schools, opportunity is also given for regular observation of teaching. Here selected teachers from the Worcester schools, who are also in the employ of the Commonwealth, give model lessons for the benefit of the students of the Teachers College, illustrating the work of all grades from the kindergarten to the eighth, including both the problems of general method and those of special methods as applied in the teaching of the particular subjects of the curriculum. This observation, which is under the direction of one of the supervisors, is supplemented by assigned reading, special reports and class discussions. Furthermore, during the first year, the students are assigned, either alone or in groups of two, to the different grades in this school to spend an entire week both in observation of teaching and in participation.

Practice Teaching.—(*a*) Special training is given in the training school where the major portion of the instruction is given by student teachers.

(*b*) Practice is also afforded by apprenticeship in the public schools of Worcester and near-by towns. In both cases the work is carried on under the personal supervision of members of the faculty who observe the teaching, direct the making of lesson plans, examine the written work, and have frequent individual conferences for criticism with the students. A diary of the actual work done in the classroom is kept by each student teacher, and is submitted to the head supervisor each week for examination. Systematic professional reading is also made a part of the requirements during the period of practice work. One day each week is spent at the Teachers College where general meetings are held for class discussions, criticisms and the consideration of the problems of the practice work. This work is conducted by the supervisors.

Platform Exercise for Oral Expression.—During the period of practice teaching an opportunity for training in oral expression is provided by a weekly platform exercise. This exercise consists of speaking for a few minutes, with or without notes, before the assembled students from the platform of the auditorium. The topics for presentation

are not prescribed, but are usually chosen with reference to helpful experiences in the practice work. It is an exercise that affords a distinct training in precision, ease and effectiveness of speech.

Materials for Use in Teaching.—A large supply of materials has been provided by the Teachers College for the purpose of aiding the students in their practice teaching. This comprises textbooks, professional books, charts, pictures, maps, models and collections of great variety. By use of this material the students are led to appreciate the value of illustrative material in teaching. This training is also furthered by the practice of making copies of maps, drawings and notes for class use, for which the facilities are provided by means of duplicating machines.

THE LIBRARY

The Teachers College has an excellent library, where students may be assured of quiet hours for reading, study, and reference work. It is in charge of a trained librarian and is well stocked with daily papers and magazines, and 15,000 volumes of reference books. Books may be borrowed for outside use for a period of two weeks, except those books which are held in the "Reserve" section. The "Reserve" books and current magazines may be used during study periods or taken out for over night only. For use in the various courses it is necessary for students to purchase their own textbooks. The cost of books to the individual student is from $25 to $30 per year.

REGULATIONS GOVERNING BOARDING PLACES

Although the Teachers College has no dormitories, it recommends to students who are to live away from their homes houses in Worcester where board and room may be obtained at reasonable prices. These houses, in addition to being suitable in other respects as homes for students, meet the following conditions which are prescribed by the State Department of Education: They receive no boarders other than students and instructors of the College; the same house does not receive both men and women students; the number of students in each house is limited to a small family group.

All students who board away from their homes during their attendance at the college are required to live in the houses recommended by the College. Exceptions to this rule are made for those whose parents wish them to live with relatives or intimate personal friends, but in such cases the parents must first inform the president of the circumstances, in writing, and receive his approval. No final arrangement for board or room may be made without the previous consent of the president. No change in room or in boarding place may be made by any student without the previous approval of the president.

Students living in groups in approved houses are expected to form habits which are to the advantage of their own work and that of their companions. The hours from seven-thirty to nine-thirty in the evening from Monday to Thursday, inclusive, should be observed as a period of study. Exceptions to this rule should be made only with the previous approval of the president. Except under unusual conditions lights should be out by ten o'clock. If students find it necessary, for any reason, to be absent from the house on any evening they should inform their landladies of their plans. Boarding students may not be absent from the city over night without the consent of the president.

Those persons who receive our students into their homes, must, of necessity, assume responsibility for their conduct in the same measure as would be required of teachers or matrons in charge of dormitories. They are therefore expected to report to the president any impropriety of conduct on the part of students which ought to be known by him or any behavior of theirs which would be considered improper in a well-regulated dormitory.

CAFETERIA

A cafeteria lunchroom is maintained at the Teachers College in which is served at noon each day on which the College is in session, a good variety of wholesome and attractive food at very reasonable prices.

GENERAL INFORMATION

Expenses

Semester Fees.—There is an annual fee of $50. Of this amount $25 must be paid at the opening of the college in September, and $25 on February 1st. Non-residents of

Massachusetts are required to pay an additional fee of $125 at the beginning of each semester. All payments must be made strictly in advance, without the presentation of bills.

Text-Books and Supplies.—In addition to these fees, the students are expected to meet the cost of all necessary text-books and supplies, which will amount to approximately $25 a year.

Physical Examination

Admission to the Teachers College is conditional upon the satisfactory passing of a physical examination. This examination may be required before the opening of the session in September, or at some later date set by the president. No student, however, is allowed to remain whose physical condition does not receive official approval as satisfactory. A local woman physician is available for consultation and will make appointments with the students whenever the need arises.

For use in the gymnasium, a regulation gymnasium uniform is required. Special blanks concerning the style, cost, etc., of these uniforms will be sent to all entering students. In addition to the uniform each student must provide herself with rubber-soled shoes and a rubber cap. For the use of towels in the shower room, a laundry fee of $1.50 per year is charged.

Health of Students

It is the earnest desire of the authorities to safeguard and promote, in as many ways as possible, the general health of the students. The college grounds cover some twenty acres, and may be used for many out-of-door games and exercises. Tennis, baseball and volley ball are encouraged. A well-equipped gymnasium affords opportunity for systematic physical training. Open fields are also within easy walking distance, and are a frequent objective of bird walks, school picnics and field-day trips during the fall and spring terms.

Employment of Graduates

The placing of the graduates in schools of their own is given all assistance that is possible through the agency of the College. Members of the senior class may in some instances secure positions before the close of the College year or during the summer months through interviews with superintendents who visit the Teachers College for the purpose of securing teachers to fill vacancies.

The president also keeps in touch with the recent graduates, and has on file a record of their work since graduation. From this list recommendations are made to superintendents who are in search of teachers of experience. Every year circulars seeking information concerning their present positions are sent to those graduates who are not teaching under a permanent system of advancement, as in most city schools. There is, of course, no guarantee that the Teachers College will be able to secure a position for any one.

State Aid

The Commonwealth has annually granted to the Teachers Colleges a considerable sum of money to be divided among such students as are needy and deserving. This College receives its proper share of such funds, and is able to render assistance to a number of students each year. Applications are to be made to the president in writing, and must be accompanied by such evidence as shall satisfy him that the applicant needs the aid.

The Ella M. Whitney Prize

This prize, first offered in 1931, is an annual award, made possible by the gift of Mrs. Ella M. Whitney Risteen, of Hartford, of the class of 1886, of the sum of five hundred dollars, to be granted to the member of the graduating class, who, in the judgment of the Faculty, is the most outstanding student in scholarship, professional skill, and personal development.

THE GYMNASIUM

Incidental Advantages

Besides special lectures given each year at the College by prominent speakers, many facilities for general improvement are offered to students by the libraries, institutions and other means of culture in which Worcester is rich. Among these may be mentioned the Museum of the Worcester Natural History Society, from which specimens may be borrowed by teachers and students and taken to the Teachers College for purposes of study and illustration; the American Antiquarian Society, which contains a rich store of exhibits and a library including numerous books pertaining to American history; the free public library, having a large reference library, circulating department and reading rooms supplied with leading domestic and foreign papers and periodicals; and the Worcester Art Museum, which offers special privileges to students to study works of Art.

STUDENT ORGANIZATIONS

Student Advisory Council.—This organization, composed of representatives from both faculty and student body, meets periodically to discuss matters of general welfare and makes recommendations to the students for their consideration and subsequent action.

Welfare Committee.—Under the guidance of a group of teachers, the students are enlisted to keep the building neat and orderly. In this way, the students are led to appreciate more fully the difficulties encountered in keeping public buildings clean and to cooperate by a more thoughtful attention to details which make for more pleasant surroundings.

Glee Club.—For those students who have some musical ability, the instructor in music organizes and conducts a glee club, which contributes occasional programs at meetings of the student-body and once or twice a year gives a public concert.

Bach Choir.—For students of special talent selected from the Glee Club, who desire to study classical music and particularly Bach music as a model in composition. They are given practice in more difficult counterpoint and harmony.

Sophomore Choral Group.—A small group of students gifted in musical ability who are given opportunity for practice with materials which they can thoroughly enjoy and appreciate.

Cercle Francais.—Students who have a knowledge of French and who desire to retain or to increase it are given the opportunity in this organization, directed by the instructor in French. Meetings are held twice a month, with varied programs.

The Dramatic Club.—An honorary dramatic society drawing its membership on a scholarship basis from the students of the second-, third- and fourth-year classes. It promotes the study of dramatics in fields suitable for school work and public entertainment. Its activities tend to develop initiative and to give pleasure. A faculty adviser is elected each year from the English department.

Kappa Delta Pi.—A national honor society in education, established in schools of education, in universities and teachers colleges of recognized high standing. Its purpose is to foster high professional and academic scholarship, and to give recognition to outstanding leadership in the field of education. Membership is limited to a small selected group of juniors, seniors, and graduates who have made conspicuous records in scholarship, professional development, and educational leadership. The Alpha chapter of the society was installed at the University of Illinois, in June, 1911. The chapter at the State Teachers College, which is the ninety-fourth, is designated as the Gamma Chi and was installed on March 1, 1935.

Telurnah.—A nature and health club to which students of nature and health are eligible after one semester of satisfactory scholarship. The aims of the club are to promote an understanding and appreciation of nature and to aid in the development of a good mind in a sound body. Various forms of outdoor exercises and hikes are taken, including an annual trip to the bird sanctuary at Sharon.

Sorores Togatae.—A club for advanced students in Latin, devoted to the study of Latin literature and drama beyond the requirements of the College courses, and of Roman customs, standards, ideals, social practices, etc.

Class Organizations.—With the assistance of a committee from the Student-Faculty Council and the Adviser of Student Organizations, the classes are organized for the transaction of business connected with the scholastic and social aspects of the College

life. Some training in parliamentary procedure is afforded in the business meetings and in the conduct of the elections.

The parties and entertainments held from time to time throughout the year are usually conducted by these different organizations.

TODD LECTURE

The Annual Henry Todd Lectureship was established in the State Teachers Colleges and the Massachusetts School of Art in 1926. It was made possible by the bequest of Henry Todd, merchant, who died in New York City on March 2, 1849. The original amount was invested and allowed to accumulate during the years until it reached a sum sufficient for this purpose.

The first lecturer under this foundation was Dr. Edward Howard Griggs of Groton-on-Hudson, New York. His subject was "The Influence of the Parent and Teacher in Character Training and Development." The lecturers since 1926 have been Mrs. Dorothy Canfield Fisher of Arlington, Vermont, who spoke on "Creative Reading"; Dr. Charles H. Judd, Professor of Education and Director of the School of Education, University of Chicago, who spoke on "Social Inheritance"; Dr. Harlow Shapley, Professor of Astronomy, Harvard University, and Director of the Harvard University Observatory, who spoke on "The Galaxy of Galaxies"; Dr. Ellwood P. Cubberley, Professor of Education and Dean of the School of Education, Leland Stanford Junior University, who spoke on "A Philosophy for the Educative Process"; Lorado Taft, Artist and Lecturer, Chicago, who spoke on "My Dream Museum" (illustrated); Dr. Albert Bushnell Hart, Historian, United States George Washington Bicentennial Commission, who spoke on "George Washington the Schoolmaster of the Nation"; Dr. George E. Vincent, former President, University of Minnesota, who spoke on "Children and Grown-ups"; Miss Zona Gale, Author and Lecturer, who spoke on "Some Tendencies of Modern Fiction," and Dr. Edward L. Thorndike, Psychologist, Author, Professor, Teachers College, Columbia University, on "Recent Discoveries Concerning the Learning Process."

ASSEMBLY LECTURES

One period a week is set aside for a general assembly of the entire student body and the faculty. At this time, lectures or musical programs are given, business pertaining to student activities is conducted, and discussions having to do with the life of the college or with outstanding events in the world at large are held. Since the publication of the last catalogue, among others, the following persons have contributed to this program:

Dr. Charles D. Hurrey, World traveller, internationalist, student leader, "Our Unofficial Ambassadors."

Mrs. Vivien M. Parker, Associate Editor, The World Agricultural Society, "At Home in Many Lands."

Dr. George H. Blakeslee, Head of the Department of History and International Relations at Clark University, "The Far Eastern Situation."

Mr. Wilson MacDonald, Poet Laureate of Canada, "Readings from his Poetry."

Mr. James E. Rogers, Director, National Physical Education Service of the National Recreation Association, "Physical Education."

Dr. W. Elmer Ekblaw, Professor of Geography at Clark University, "Russia."

Charles W. Furlong, Explorer, author, lecturer, "Adventuring in Patagonia."

Miss Mary B. Pratt, Instructor in History, "England."

Miss Florence H. Luscomb, Executive Secretary, Women's International League for Peace and Freedom, "Teaching Worldmindedness in the Schools."

Mr. Harry Parker, Secretary, Worcester Natural History Society, "Winter Birds."

Dr. Frederika Moore, State Department of Public Health, "Public Health."

Dr. R. W. G. Vail, Secretary, American Antiquarian Society, "Resources of the American Antiquarian Society."

Mr. Harry E. Gardner, Supervisor, Teachers' Registration Bureau, State Department of Education, "The Prospect for Employment for Teachers."

Mr. Frank W. Wright, Deputy Commissioner, State Department of Education, "The Massachusetts Standard in Education."

Mr. Francis H. Taylor, Director, Worcester Art Museum, "Resources of the Art Museum."
Mr. L. E. Aldrich, Southern New England Book and Bible House, "Moths and Butterflies."
Mr. L. R. Talbot, Educational Field Agent, Massachusetts Audubon Society, "Bird Protection."
Dr. Henry B. Elkind, Massachusetts Society for Mental Hygiene, "Mental Hygiene and the Teacher."
Dr. Richard S. Lull, Instructor in Biology at Yale University, "Dinosaurs."
Mrs. Lucia Ames Mead, Brookline, Authority on International Peace, "Education for World Peace."

STUDENTS

Graduates of June, 1932[1]

CANDIDATES FOR THE DEGREE OF BACHELOR OF SCIENCE IN EDUCATION

Four-Year Curriculum

Alin, Alice Ingeborg	Worcester
Austikolins, Elizabeth Margaret	Worcester
Beagarie, Marjorie May	Hubbardston
Bertrand, Jeannette Laurette	Leominster
Bickford, Ruth Andrus	Baldwinville
Broderick, Anna Frances	Sterling Junction
Carroll, Grace I. Dell	Rutland
Cohen, Fannie Belle	Worcester
Courtney, Julia Mary	Worcester
Donahue, Anna Rose	Worcester
Donohue, Margaret Marion	Worcester
Donnelly, Mary Irene	North Brookfield
Falby, Gertrude Irene	Northborough
Fitzpatrick, Kathryn Lillian	Worcester
Goldman, Rosalie	Worcester
Gough, Mary Agnes	Worcester
Granger, Rose Marie	Worcester
Holbrook, Florence Gertrude	Holden
Jarvey, Sylvia Marie	Worcester
Joney, Olive Louise	Westborough
Karpowich, Julia Rita	Worcester
Kennedy, Kathleen Mary	Worcester
Kiely, Kathleen Rita	Worcester
Lustman, Lila Elna	Worcester
Matthewman, Gertrude Mary	Whitinsville
Morowski, Catherine	Worcester
Mullen, Kathryn Webber	Barre
Murphy, Ellen Frances	Worcester
O'Brien, Olive Elizabeth	Palmer
O'Sheasy, Frances Mary	Worcester
Padula, Annabel	Worcester
Pickford, Dorothy Hawthorn	Webster
Rae, Rita Janet	Worcester
Rawson, Wyla Belle	Worcester
Rogers, Margaret Joyce	Worcester
Saunders, Esther Isabel	Webster
Sheehan, Mary Bridget	Worcester
Simmons, Florence Sophie	Worcester
Smith, Mary Winifred	Worcester
Sundeen, Lillian Evangeline	Worcester
Tobey, Dorothy Cora	Worcester
Wiback, Helen Elizabeth	Worcester
Wynn, Mary Abigail	Mansfield

[1] Included in this issue for purposes of record.

Three-Year Curriculum and Extension Work

Berubé, Eva Louise	Worcester
Bowen, Harriet Mary	Worcester
Butler, Kathryn Elizabeth	Worcester
Butler, Marion Irene	Worcester
Lundgren, Esther Victoria	Worcester
McManus, Elizabeth Gertrude	Worcester
McPartland, Mary Elizabeth	Worcester
Moynihan, Mary Charlotte	Worcester
O'Brien, Charlotte Pauline	Fitchburg
O'Leary, Saidie Parsons	Worcester
Quinn, Margaret	East Douglas

CANDIDATES FOR THE ELEMENTARY SCHOOL TEACHERS' DIPLOMA

Three-Year Curriculum

Bearse, Minerva Adelaide	Worcester
Cariglia, Rachel Mildred	Worcester
Connelley, Merle Mary	Worcester
Croce, Teresa Marie	Worcester
Dorling, Evelyn Emily	East Brookfield
Gilchrist, Ruth Doris	Worcester
Glixman, Anne	Worcester
Leach, May Temple	Warren
Looney, Anne Teresa	Worcester
McDonald, Alice Mary	Oxford
McSheehy, Constance Beatrice	Whitinsville
O'Reilly, Julia Virginia	Worcester
Riddell, Grace Elizabeth	Warren
Sullivan, Catherine Mary	Worcester
Tays, Laura Jean	Palmer
Webber, Margaret Charlotte	Rutland

Two-Year Curriculum

Awarded as of June, 1931

Lloyd, Lillian Constance	Oxford

DEGREE OF BACHELOR OF SCIENCE IN EDUCATION

Awarded in August, 1932

Three-Year Curriculum and Extension Work

Conolly, Alice Marie	Worcester
Fagan, Alice Catherine	Worcester
Guilfoyle, Rose Mary	Worcester
Hubley, Maude Budding	Worcester
Matthews, Mary Agnes	Worcester
Mixter, Helen Caroline	West Boylston
Wynn, Marguerite Mary	Worcester

Graduates of June, 1933[1]

CANDIDATES FOR THE DEGREE OF BACHELOR OF SCIENCE IN EDUCATION

Four-Year Curriculum

Junior and Senior High School Department

Balkose, Mary Margaret	Worcester
Bloom, Sylvia	Springfield
Boyden, Grace Laura	Boylston
Carruth, Louise Cole	Worcester
Conlin, Helen Louise	Worcester

[1] Included in this issue for purposes of record.

Gaudette, Gertrude Janet	Worcester
Gordon, Helen Mae	Worcester
Grady, Gertrude Esther	Worcester
Kennedy, Anna Pauline	Worcester
Madigan, Catherine Teresa	Worcester
Manning, Ruth Eliza	Worcester
Maxwell, Helen Lucille	Worcester
McGuinness, Marguerite Marie	Webster
McQuaid, Margaret Lee	Spencer
Meleski, Anastasia Rita	Worcester
Murphy, Mary Gertrude	Worcester
O'Brien, Catherine Angela	Worcester
O'Day, Catherine Mary	Worcester
Rappaport, Thelma	Worcester
Rich, Marion Agatha	Shrewsbury
Ring, Sylvia Rachel	Worcester
Ryan, Madeleine Beatrice	Worcester
Smith, Victoria	Worcester
Squire, Barbara Frances	Fall River
Stafford, Helen Elizabeth	West Auburn
Sullivan, Margaret Mary	Worcester
Tsianco, Helen Alice	Worcester
Walsh, Geraldine	Allerton
Wass, Florence Arlene	Leominster
Wray, Mabel Elizabeth	Worcester

Elementary School Department

Cariglia, Rachel Mildred	Worcester
Connelley, Merle Mary	Worcester
Gilchrist, Ruth Doris	Worcester
Glixman, Anne	Worcester
Looney, Anne Teresa	Worcester
O'Reilly, Julia Virginia	Worcester
Riddell, Grace Elizabeth	Warren

Three-Year Curriculum and Extension Work

Flagg, Sadie Ethel	Springfield
Kaufman, Edith Rose	Worcester
Kelley, Katherine Agnes	Worcester
Scully, Mary Catherine	Worcester

Candidates for the Elementary School Teachers' Diploma

Three-Year Curriculum

Baker, Muriel Ona	Webster
Butler, Alice Eileen	Webster
Clark, Lois	West Boylston
Curtis, Louise Sumner	Worcester
Ferguson, Esther Anne	Worcester
Fink, Rita Marie	Millbury
Finne, Hazel Evangeline	Worcester
Hallihan, Irene Mary	Worcester
Healy, Marguerite Agnes	Worcester
Johnson, Shirley Linnea	Auburn
Kangas, Aili Amanda	Hubbardston
Kassabian, Mary	Worcester
Mahlert, Barbara Mae	Worcester
McMullen, Mary Esther	Spencer
Oldread, Elizabeth Martha	West Warren
Quigg, Mary Margaret	Webster

Redican, Ruth Cunningham	Worcester
Ruddy, Eleanor Eileen	Worcester
Workman, Mary	Whitinsville
Yoffe, Dora	Worcester
Young, Mary Elizabeth	Pittsfield
Zamanigian, Beatrice	Worcester

Awarded as of June, 1933

Lamb, Ruth Evangeline	Oxford
McKenna, Mary Elizabeth	Worcester

DEGREE OF BACHELOR OF SCIENCE IN EDUCATION

Awarded in August, 1933

Three-Year Curriculum and Extension Work

Boyle, Frances Raphaela	Worcester
Burke, Cecelia M.	Uxbridge
Coffey, Mary Gertrude	Worcester
Dunn, Helen Gertrude	Worcester

Graduates of June, 1934[1]

CANDIDATES FOR THE DEGREE OF BACHELOR OF SCIENCE IN EDUCATION

Four-Year Curriculum

Junior and Senior High School Department

Abdella, Martha Margaret	Worcester
Anderson, Ruth Elaine	Worcester
Bartimo, Christina Cornelia	Leominster
Bass, Gertrude	Worcester
Bolduc, Gertrude Corinne	Worcester
Borci, Mary Antoinette	Worcester
Brady, Kathryn Agnes	Leominster
Carruth, Helen Mason	Worcester
Chapdelaine, Elizabeth Frances	East Douglas
Crimmin, Eleanor Catherine	Spencer
DeMalia, Anna Marie	Worcester
Dooley, Norma Adams	Marlborough
Dowden, Vera Mary	Worcester
Driscoll, Helen Mary	Worcester
Duke, Florence Margaret	Webster
Freelander, Bertha Marcus	Worcester
Gallen, Elizabeth Mary	Worcester
Grogan, Eleanor Margaret	Millbury
Harmon, Ruth Crouse	Leicester
Hay, Marion Genevieve	Shrewsbury
Howes, Iris Beatrice	Holden
Kelly, Rita Marie	Spencer
Klinglof, Edith Christine	Worcester
Lonczewski, Edith Helen	Worcester
Maguire, Pauline Sophie	Worcester
Mahoney, Marie Patricia	Worcester
Masoomian, Mary Christine	Worcester
Monahan, Helen Mary	Worcester
Moore, Doris Gertrude	Templeton
Mulgrew, Helen Claire	Blackstone
Murphy, Mary Madeline	Worcester
Naas, Ethel Irene	Worcester
O'Gorman, Bernadine Florence	Worcester
O'Halloran, Catherine Cecelia	Worcester

[1] Included in this issue for purposes of record.

Phillips, Shirley Wadsworth	Worcester
Racicot, Theresa Marianne	Webster
Roche, Elizabeth Frances	Worcester
Santimore, Aurora Frances	Dodge
Skarin, Martha Helen	Worcester
Sullivan, Mary Elizabeth	Worcester
Thornton, Jessie May	Worcester
Thresher, Alyce Barnes	Hardwick
Ward, Mary Theresa	Hopkinton

Elementary School Department

Baker, Muriel Ona	Webster
Bouvier, Simonne Theresa	Whitinsville
Curtis, Louise Sumner	Worcester
Deresh, Helen Albina	Worcester
Finne, Hazel Evangeline	Worcester
Mango, Sabatella	West Upton
Maxwell, Elsie Lilian	Worcester
McMullen, Mary Esther	Spencer
Young, Mary Elizabeth	Pittsfield

Three Year Curriculum and Extension Work

Driscoll, Elinor Marie	Leominster

Candidates for the Elementary School Teachers' Diploma

Three-Year Curriculum

Army, Doris Elizabeth	Millbury
Bailey, Dorothy Elizabeth	Worcester
Brady, Mary Eleanor	Worcester
Carey, Dorothy Rita	Dodge
Conroy, Marion Catherine	Worcester
Daby, Ruth Lorraine	Worcester
Fogarty, Mary Ellen	Worcester
Fournier, Yvonne Clare	Whitinsville
Granger, Edna May	Worcester
Groden, Anna Ruth	Worcester
Hehir, Helen Doon	Worcester
Hurwitz, Ethel	Worcester
Kay, Margaret Evelyn	Worcester
Keeney, Helen Irene	Worcester
Lee, Florence Ida	West Millbury
Leone, Congetta Jennie	Worcester
Madden, Mary Elizabeth	Spencer
Magee, Frances Mary	Auburn
Mahoney, Mary Louise	Worcester
Mara, Helen Bridget	Worcester
McCool, Isabel Ann	Whitinsville
McKeon, Margaret Christina	Worcester
Nally, Mildred Elizabeth	Worcester
Pierce, Dorothy	Holden
Poti, Yole Maria	Worcester
Price, Elizabeth Catherine	Worcester
Scanlon, Helen Gertrude	Worcester
Sousa, Rose Marie	Hudson
Spencer, Mary Dorothy	Worcester
Sullivan, Mary Agnes	Worcester
Sullivan, Mary Elizabeth	Worcester
Tucker, Edith Viola	Petersham
Tunstall, Ruth Marian	Worcester
Wirths, Gertrude Gladys	Worcester

Students in Residence, 1934-1935

Fourth-Year Students

CANDIDATES FOR THE DEGREE OF BACHELOR OF SCIENCE IN EDUCATION

Junior and Senior High School Department

Four-Year Curriculum

Asp, Sylvia Helen	Worcester
Bannon, Rita Margaret	Worcester
Biadasz, Frances Elizabeth	Webster
Burke, Margaret Mullaly	Easthampton
Cahill, Alice Marie	Worcester
Carlson, Anna Hildegarde	Worcester
Chafetz, Lillian Rose	Milford
Coburn, Ruth Frances	Worcester
Cunningham, Mary Rosamond	Blackstone
Daly, Helen Sinclair	Worcester
Dargin, Madeline Frances	Worcester
Derry, Mary Catherine	Worcester
Dufleid, Marie Madeleine	Pittsfield
Fine, Rosalind Ruth	Worcester
Finneran, Rose Agnes	Worcester
Fitzpatrick, Mary Antoinette	Worcester
Foley, Anna Katherine	Worcester
Gagan, Ann Elizabeth	Worcester
Garfield, Mary Margaret	Framingham
Griff, Gertrude Laura	Worcester
Halpin, Charlotte Mary	Worcester
Hallfors, Helen Elizabeth	Worcester
Harrahy, Helen Therese	Worcester
Haskins, Helen Bosham	Dalton
Higginson, Dorothy Elizabeth	Millbury
Hoyt, Charlotte Sarah	Worcester
Johnson, Edith Margaret	Millbury
Jordan, Lois Wray	Grafton
Kane, Mary Elizabeth	Westborough
Lanphear, Dorothy Myrtle	Southbridge
Lensky, Josephine Bertha	Dudley
Madigan, Alice Marie	Worcester
Mahoney, Mary Elizabeth	Worcester
Mayers, Margery Belle	Millbury
Mitchell, Rosemary Roberta	Marlborough
Nilson, Judith Marie	Boylston
Pilibosian, Sadie Helen	Whitinsville
Power, Margaret Mary	Worcester
Power, Mary Lillian	Worcester
Quinn, Rosa Agnes	Worcester
Randall, Hazel May	Bolton
Reardon, Mary Agnes	Worcester
Ruddy, Margaret Evangeline	Millbury
Saber, Mary Anna	Worcester
Savatsky, Bessie	Worcester
Simpson, Dorothy Charlotte	Worcester
Steinhilber, Agnes Louise	Worcester
Sullivan, Irene Marie	Worcester
Taylor, Bernice Thelma	Whitinsville
Tracey, Catharine Elizabeth	Worcester
Tracy, Helen Bernardine	Worcester
Warden, Edith Harriet	Worcester
Wightman, Alice Annette	Melrose

ELEMENTARY SCHOOL DEPARTMENT

Four-Year Curriculum

Bailey, Dorothy Elizabeth	Worcester
Bemis, Elna Brigham	Worcester
Granger, Edna May	Worcester
Hehir, Helen Doon	Worcester
Leone, Congetta Jennie	Worcester
Magee, Frances Mary	Auburn
McKenna, Mary Elizabeth	Worcester
Nally, Mildred Elizabeth	Worcester
Pierce, Dorothy	Holden
Redican, Ruth Cunningham	Worcester
Sousa, Rose Marie	Hudson

Third-Year Students

CANDIDATES FOR THE DEGREE OF BACHELOR OF SCIENCE IN EDUCATION

Junior and Senior High School Department

Four-Year Curriculum

Adrian, Anne	Worcester
Belk, Bettie Joan	East Dedham
Bradley, Doris Ann	Worcester
Carlson, Dorothy Matilda	Boylston
Chisholm, Hester Dorothy	Worcester
Crahan, Helen Louise	Worcester
Derby, Elizabeth	Spencer
Donahue, Helen Rita	Worcester
Dooley, Kathryn Nunn	Marlborough
Farnum, Margaret Roper	Worcester
Fisher, Claire Ethel	Worcester
Gain, Katherine Agnes	Jefferson
Garant, Berthe Winifred	Baldwinville
Goldberg, Ruth Ethel	Worcester
Goodman, Florence	Worcester
Goodness, Anna Barbara	Cherry Valley
Gronberg, Violet Lyyli	Worcester
Hagstrom, Eleanore Marie	Worcester
Hammarstrom, Lillian Matilda	Worcester
Harrington, Lois Rider	Barre
Kelly, Miriam Agnes	Spencer
Leonard, Claire Marie Florence	Worcester
Loughrey, Josephine Monica	Worcester
Mahan, Mary Dorothy	Worcester
Mahoney, Nora Frances	Worcester
McCarthy, Helen Therese	Worcester
Munson, Rachel Steele	Worcester
Pepin, Jeannette Alma	Worcester
Prescott, Marjorie	North Grafton
Quint, Mary Dorothea	Worcester
Reynolds, Frances Mary	Worcester
Scannell, Marguerite Marie	Worcester
Scott, Kathryn Field	Shelburne Falls
Scribner, Dorothy Gertrude	East Douglas
Smith, Majorie Elizabeth	Worcester
Stevens, Eleanor Christine	Worcester
Wall, Rita Isabel	Spencer
White, Eleanor Felicia	Worcester
White, Loretta Mary	Worcester
Whittet, Helen Shepherd	Wakefield
Williamson, Mary Gertrude	Leicester
Withstandley, Constance Aileen	Worcester

CANDIDATES FOR THE ELEMENTARY SCHOOL TEACHERS' DIPLOMA

Three-Year Curriculum

Adams, Teresa Agnes	Worcester
Carroll, Elizabeth Mary	Millville
Carter, Florence Evelyn	East Douglas
Chabot, Louise Aurore	Marlborough
Creaser, Helen Allegra	Auburn
Dansereau, Doris Eve	Webster
D'Elia, Camella Margaret	Worcester
Dowling, Margaret Theresa	Millville
Drawbridge, Inez Abigail	Worcester
Fowler, Ruth Eleanor	Worcester
Galivan, Eileen Gertrude	Worcester
Gallagher, Mary Elizabeth	Worcester
Gilligan, Elsie Agnes	Worcester
Healey, Helen Breen	Worcester
Heffernan, Marion Irene	Worcester
Hussey, Elizabeth Ann	Worcester
Janton, Wanda Mary	East Douglas
Johnson, Gertrude Josephine	Shrewsbury
Johnson, Helen Linnea	Rochdale
Mara, Hazel Elizabeth	Worcester
Mullan, Rita Julia	Worcester
Murphy, Katherine Cecelia	Worcester
Norbery, Louise Mae	Uxbridge
Rieger, Margaret Magdelin	Worcester
Roberts, Violet Mary	Auburn
Stone, Mildred Elizabeth	Rochdale
Sullivan, Elinor Barbara	Worcester
Sullivan, Gertrude Louise	Worcester
Sullivan, Rita Marie	Worcester
Wheeler, Grace Elizabeth	Rutland
Zeidel, Sarah	Clinton

Second-Year Students

CANDIDATES FOR THE DEGREE OF BACHELOR OF SCIENCE IN EDUCATION

Junior and Senior High School Department

Four-Year Curriculum

Abelsky, Ida	Worcester
Ahern, Florence Marie	Worcester
Bangs, Emily Rebecca	Framingham
Belisle, Jeanne Verner	Worcester
Benedict, Mary Elizabeth	Worcester
Brennan, Katherine Gertrude	Worcester
Brodeur, Pauline Agnes	Oxford
Carlson, Ada Lavonia	Worcester
Chamberlain, Marjorie Isabelle	Westboro
Coco, Nellie Grace	Framingham
Cole, Elizabeth	Walpole
Dolan, Mary Ann	Worcester
Garrand, June Mary	Greenfield
Garvin, Elizabeth Browning	Worcester
Gray, Elizabeth Marie	Worcester
Higgins, Dorothy Marie	Worcester
Higgins, Florence Ann	Blackstone
Joyce, Doris Marie	Worcester
Kasheta, Josephine Agnes	Worcester
Lee, Lillian Gray	Worcester

Leibman, Lillian	Worcester
Lund, Gretalyn Iris	Worcester
Madigan, Bertha Marguerite	Warren
Mayka, Nellie Caroline	Warren
McCarthy, Mary Bernice	Worcester
McSherry, Elizabeth Frances	Worcester
Mitchell, Marthajane	Worcester
Moran, Mary Evelyn	Warren
Murphy, Catherine Ann	Worcester
Murray, Mary Gertrude	Worcester
Nelson, Dorothy Louise	Norwell
O'Brien, Elizabeth Ann	Worcester
Raulinaitis, Edith Mary	Barre Plains
Rearick, Marie Ellen	Warren
Roy, Rita Marion	Worcester
Salmon, Catherine Phyllis	Clinton
Sears, Mildred Irene	Worcester
Storer, Florence Clements	Worcester
Taylor, Beatrice Pauline	Barre
Thompson, Mary Frances	Worcester
Toomey, Kathryn Derby	Spencer
Totilas, Eleanor Therese	Worcester
Tulloch, Wilhelmina Wright	Dedham
Wahlberg, Norma Amorelle	Worcester
Waska, Nellie Julia	Worcester
White, Eva May	Worcester

Candidates for the Elementary School Teachers' Diploma

Three-Year Curriculum

Allen, Thelma Eva	Rutland
Bain, Margaret Sinclair Gray	South Hadley Falls
Carter, Ruth Elizabeth	Uxbridge
Clark, Gladys Mae	Worcester
Connor, Catherine Teresa	Auburn
Coonan, Mary Doris	Worcester
Eames, Phyllis Grace	Worcester
Gibbons, Rita Claire	Millville
Kinniery, Anne Mary	Worcester
Kneeland, Clare Frances	Worcester
Mason, Elizabeth Lincoln	Marlborough
McCann, Catherine Margaret	Worcester
Morin, Mabel Irene	Millbury
Roberts, Emily Frances	Webster
Sheftel, Esther Natalie	Worcester
Sullivan, Helen Catherine	Worcester
Troeltzsch, Ruth Bernice	Leicester
Tully, Rosemary Louise	Worcester

First-Year Students

Candidates for the Degree of Bachelor of Science in Education

Junior and Senior High School Department

Four-Year Curriculum

Anttonen, Eva Johanna	Worcester
Baszner, Mary Phyllis	Whitinsville
Bird, Mary Catherine	Leominster
Burke, Virginia Marie	Hopedale
Callahan, Constance Mary	East Douglas
Casey, Leonore Therese	Worcester

Cote, Marie Therese	Worcester
Crittsinger, Aleen Elizabeth	Worcester
Davieau, Dorothy Jeanne	Framingham
Davis, Dorothy Margaret	Worcester
Davis, Muriel Constance	Woodville
DiPietro, Emma Cecelia	West Acton
Donahue, Mary Ann	Worcester
Edmunds, Laeta Vernice	Webster
Foley, Alice Bernardette	Worcester
Fox, Barbara Mary	Worcester
Gardner, Helen Louise	Worcester
Goodwin, Charlotte	Framingham
Gucciardi, Antonia Rose	Framingham
Jacobs, Frieda Leah	Leominster
Jacobs, Marjorie Mitchell	Worcester
Jefferson, Catherine Marion	Worcester
Johnston, Mary Pauline	Worcester
King, Mary Frances	Worcester
Kneeland, Marion Theresa	Worcester
Leach, Adaline Lenora	Shrewsbury
Loft, Margaret Mary	Worcester
Loiselle, Florence Margaret	Worcester
Madigan, Florence Ann	Worcester
Madoff, Sarabelle	Clinton
Mahoney, Kathleen Ann	Worcester
Mannix, Ruth Mary	Worcester
McClintock, Anna Louise	Northboro
McGrady, Helen Kett	Worcester
McInerney, Marguerite Elizabeth	Worcester
Monahan, Grace Pauline	Palmer
Morgan, Pearl Emma	Webster
Moseley, Thelma Estelle	Saundersville
O'Halloran, Eleanor Mary	Worcester
Parker, Adah Rosamond	Worcester
Peto, Rose Marie	Worcester
Powers, Eleanor Gertrude	Worcester
Powers, Mary Pauline	Worcester
Quint, Catherine Isabella	Worcester
Richards, Ruth Farnan	Framingham
Rinfrette, Lena Marion	East Douglas
Robinson, Evelyn Elisabeth	North Grafton
Rochette, Mary Adams	Worcester
Samuelson, Anita Augusta	Worcester
Shine, Mary Frances	Worcester
Small, Cecelia Ora	Saundersville
Wahlstrom, Esther Marie	Worcester
Watkins, Genevieve Anestacia	Worcester
Williams, Marion Eva	Dudley

[#1]